

Correlation Guide For ELL Proficiency Standards in Writing to K-12 Arizona Academic Standards

ELL I

Performance Conditions: Students at this stage of proficiency relate short messages and stories by drawing and writing short phrases and simple sentences.

Writing Applications	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will express his or her thinking and ideas in a variety of writing genres.</i></p>	<p>Beginning</p> <p>1. Respond with drawings to stories dramatized or contextualized by the teacher. (s)</p>	<p>Strand 2: Writing Components (Kindergarten) Concept 1: Ideas and Content</p> <p>PO 1. Use pictures that convey meaning.</p>
	<p>Early Intermediate</p> <p>1. Relate short messages by drawing, dictating to an adult, or using imitative writing. (s)</p>	<p>Strand 2: Writing Elements (Kindergarten) Concept 1: Ideas and Content</p> <p>PO 1. Use pictures that convey meaning. Progression to PO 2. Use pictures with imitative text, letters, or recognizable words to convey meaning.</p>

<p>ELL I</p> <p>Writing Applications</p> <p>(continued)</p>	<p>Intermediate</p> <ol style="list-style-type: none"> 1. Relate short messages by drawing, dictating to an adult, using imitative writing, or writing key, self-selected words. (s) 2. Dictate friendly letters and thank-you notes. 3. Draw a picture about ideas generated through class discussion. 	<p>Strand 2: Writing Elements (Kindergarten) Concept 1: Ideas and Content</p> <p>PO 2. Use pictures with imitative text, letters, or recognizable words to convey meaning.</p> <p>Strand 3: Writing Applications (Kindergarten) Concept 3: Functional</p> <p>PO 2. Participate in writing communications, with teacher as scribe, including:</p> <ol style="list-style-type: none"> a. friendly letters, and b. thank-you notes. <p>Strand 1: Writing Process (Kindergarten) Concept 1: Prewriting</p> <p>PO 2. Draw a picture about ideas generated through class discussion.</p>
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<p>ELL I</p> <p>Writing Applications</p> <p>(continued)</p>	<p>Early Advanced</p> <ol style="list-style-type: none"> 1. Relate messages (e.g., labels, lists, observations, directions, and letters) and short stories by drawing, dictating to an adult, using imitative writing, writing key, self-selected words, or writing one to two simple sentences. (s) 2. Participate in writing simple poetry, rhymes, songs, or chants. 3. Use labels, captions, or picture descriptors to expand and enhance meaning (e.g., words that clearly go with the picture text). 	<p>Strand 3: Writing Applications (Kindergarten) Concept 2: Expository</p> <p>PO 1. Participate in creating expository texts (e.g., labels, lists, observations, journals, summaries) through drawing or writing.</p> <p>Strand 3: Writing Applications (Kindergarten) Concept 3: Functional</p> <p>PO 1. Participate in writing a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables). PO 2. Participate in writing communications, with teacher as scribe, including: c. friendly letters, and d. thank-you notes.</p> <p>Strand 3: Writing Applications (Kindergarten) Concept 1: Expressive</p> <p>PO 2. Participate in writing simple poetry, rhymes, songs, or chants.</p> <p>Strand 2: Writing Elements (Kindergarten) Concept 4: Word Choice</p> <p>PO 1. Select labels, captions, or descriptors to enhance pictures. PO 2. Use words, labels, or short phrases that clearly go with picture text.</p> <p>Strand 2: Writing Elements (Kindergarten) Concept 2: Organization</p> <p>PO 1. Show a clear sense of coordination between text and pictures (e.g., a reader can readily see that they go together).</p>
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<p>ELL I</p> <p>Writing Applications</p> <p>(continued)</p>	<p>Advanced</p> <ol style="list-style-type: none"> 1. Relate messages and short stories by writing one to two simple sentences, using key words that are posted and commonly used in the classroom. (s) 2. Write simple, short letters, including one to two sentences, and key words posted and commonly used in the classroom. 3. Create pictures or text with distinctive personal style and originality. 	<p>Strand 2: Writing Elements (Kindergarten) Concept 5: Sentence Fluency</p> <p>PO 1. Attempt simple sentences (some may be fragments).</p> <p>Strand 3: Writing Applications (Kindergarten) Concept 1: Expressive</p> <p>PO 1. Create narratives by drawing, dictating, and/or emergent writing.</p> <p>Strand 3: Writing Applications (Kindergarten) Concept 3: Functional</p> <p>PO 1. Participate in writing a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables). PO 2. Participate in writing communications, with teacher as scribe, including:</p> <ol style="list-style-type: none"> a. friendly letters, and b. thank-you notes. <p>Strand 3: Writing Applications (Kindergarten) Concept 3: Functional</p> <p>PO 2. Participate in writing communications, with teacher as scribe, including:</p> <ol style="list-style-type: none"> c. friendly letters and d. thank-you notes. <p>Strand 2: Writing Elements (Kindergarten) Concept 5: Sentence Fluency</p> <p>PO 1. Attempt simple sentences (some may be fragments).</p> <p>Strand 2: Writing Elements (Kindergarten) Concept 3: Voice</p> <p>PO 1. Create pictures or text with distinctive personal style and originality.</p> <p>Strand 2: Writing Elements (Kindergarten) Concept 4: Word Choice</p> <p>PO 1. Select labels, captions, or descriptors to enhance pictures. PO 2. Use words, labels, or short phrases that clearly go with picture text.</p>
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Standard English Conventions	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will identify and apply conventions of standard English in his or her communications.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Write, with support, 1 to 5 letters of the alphabet. 2. Distinguish between upper and lower case letters. 3. Occasionally write letters of given sounds. 	<p>Strand 2: Writing Elements (Kindergarten) Concept 6: Conventions</p> <p><i>Progression to PO 1.</i> Write the 26 letters of the alphabet in: a. lower case, and b. upper case.</p> <p>PO 2. Distinguish between upper and lower case letters.</p> <p><i>Progression to PO 7.</i> Use knowledge of letter sound relationship to spell simple words with some consonants and few vowels (e.g., I lik t d nts. - I like to draw knights.)</p>
	<p>Early Intermediate</p> <ol style="list-style-type: none"> 1. Write legibly, with support, 5 to 10 lower case and upper case letters of the alphabet. 2. Independently and legibly write 1 to 5 lower case and upper case letters of the alphabet. 3. Sometimes write letters of given sounds. 4. Write, with support, the date. (s) (m) 5. Write his or her first name. 6. Occasionally organize writing from left to right and top to bottom, and use spaces between words. 7. Occasionally use capital letters to begin “important” words. 	<p>Strand 2: Writing Elements (Kindergarten) Concept 6: Conventions</p> <p><i>Progression to PO 1.</i> Write the 26 letters of the alphabet in: a. lower case, and b. upper case.</p> <p><i>Progression to PO 1.</i> Write the 26 letters of the alphabet in: a. lower case, and b. upper case.</p> <p><i>Progression to PO 7.</i> Use knowledge of letter sound relationship to spell simple words with some consonants and few vowels (e.g., I lik t d nts. - I like to draw knights.)</p> <p>(no correlation)</p> <p><i>Progression to PO 9.</i> Write own name on personal work.</p> <p><i>Progression to PO 4.</i> Use spaces between words. <i>Progression to PO 5.</i> Write left to right and top to bottom.</p> <p><i>Progression to PO 3.</i> Use capital letters to begin “important” words, although may be inconsistent or experimental.</p>

<p>ELL I</p> <p>Standard English Conventions</p> <p>(continued)</p>	<p>Intermediate</p> <ol style="list-style-type: none"> 1. Write legibly, with support, 11 to 16 lower case and upper case letters of the alphabet. 2. Independently and legibly write 6 to 8 lower case and upper case letters of the alphabet. 3. Often write letters of given sounds and use resources (e.g., environmental print, word wall) to spell correctly. 4. Write, with support, 2 to 3 words posted and commonly used in the classroom. (s) (m) (ss) 5. Write his or her first and last name. 6. Sometimes organize writing from left to right and top to bottom, and use spaces between words. 7. Sometimes use capital letters to begin “important” words. 	<p>Strand 2: Writing Elements (Kindergarten) Concept 6: Conventions</p> <p><i>Progression to PO 1. Write the 26 letters of the alphabet in:</i> a. lower case, and b. upper case.</p> <p><i>Progression to PO 1. Write the 26 letters of the alphabet in:</i> a. lower case, and b. upper case.</p> <p>PO 8. Use resources (e.g., environmental print, word wall) to spell correctly.</p> <p>PO 8. Use resources (e.g., environmental print, word wall) to spell correctly.</p> <p>PO 9. Write own name on personal work.</p> <p><i>Progression to PO 4. Use spaces between words.</i> <i>Progression to PO 5. Write left to right and top to bottom.</i></p> <p><i>Progression to PO 3. Use capital letters to begin “important” words, although may be inconsistent or experimental.</i></p>
	<p>Early Advanced</p> <ol style="list-style-type: none"> 1. Write legibly, with support, 17 to 22 lower case and upper case letters of the alphabet. 2. Independently and legibly write 7 to 10 lower case and upper case letters of the alphabet. 3. Apply letter-sound relationships to spell simple words with some consonants and a few vowels. 4. Write, with support, many words posted and commonly found in the environment, printing legibly and spacing letters, words, and sentences. (s) (m) (ss) 	<p>Strand 2: Writing Elements (Kindergarten) Concept 6: Conventions</p> <p><i>Progression to PO 1. Write the 26 letters of the alphabet in:</i> a. lower case, and b. upper case.</p> <p><i>Progression to PO 1. Write the 26 letters of the alphabet in:</i> a. lower case, and b. upper case.</p> <p>PO 7. Use knowledge of letter sound relationship to spell simple words with some consonants and few vowels (e.g., <i>l ik t d nts.</i> - I like to draw knights.)</p> <p>PO 8. Use resources (e.g., environmental print, word wall) to spell correctly.</p>

<p style="text-align: center;">ELL I</p> <p style="text-align: center;">Standard English Conventions</p> <p style="text-align: center;">(continued)</p>	<p>Advanced</p> <ol style="list-style-type: none"> 1. Copy legibly all of the lower case and upper case letters of the alphabet. 2. Independently and legibly write lower case and upper case letters of the alphabet. 3. Apply letter-sound relationships to spell simple words with consonants and vowels (e.g., CVC words). 4. Write, with support, words posted and commonly found in the environment, printing legibly and spacing letters, words, and sentences. 5. Write his or her complete name and the names of family members. 6. Consistently organize writing from left to right and top to bottom, and use spaces between words. <ol style="list-style-type: none"> 7. Consistently use capital letters to begin "important" words. 	<p>Strand 2: Writing Elements (Kindergarten) Concept 6: Conventions</p> <p>PO 1. Write the 26 letters of the alphabet in: a. lower case, and b. upper case.</p> <p>PO 1. Write the 26 letters of the alphabet in: a. lower case, and b. upper case.</p> <p>PO 7. Use knowledge of letter sound relationship to spell simple words with some consonants and few vowels (e.g., <i>lik t d nts</i>. - I like to draw knights.)</p> <p>PO 8. Use resources (e.g., environmental print, word wall) to spell correctly.</p> <p>PO 9. Write own name on personal work.</p> <p>PO 4. Use spaces between words. PO 5. Write left to right and top to bottom.</p> <p>Strand 2: Writing Elements (Kindergarten) Concept 2: Organization</p> <p>PO 2. Consistently write left to right and top to bottom. PO 3. Space appropriately between words with some degree of accuracy.</p> <p>Strand 2: Writing Elements (Kindergarten) Concept 6: Conventions</p> <p>PO 3. Use capital letters to begin "important" words, although may be inconsistent or experimental.</p>
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Writing Process	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>Students use the steps of the writing process as a writing piece moves toward completion.</i></p>	<p>Beginning</p>	
	<p>Early Intermediate</p> <p>1. Generate ideas through class discussion.</p>	<p>Strand 1: Writing Process (Kindergarten) Concept 1: Prewriting</p> <p>PO 1. Generate ideas through class discussion.</p>
	<p>Intermediate</p> <p>1. Generate ideas through class discussion and draw a picture about the ideas generated.</p> <p>2. Create a group draft scripted by the teacher.</p> <p>3. Reread original draft scripted by the teacher and add additional details as needed.</p>	<p>Strand 1: Writing Process (Kindergarten) Concept 1: Prewriting</p> <p>PO 1. Generate ideas through class discussion. PO 2. Draw a picture about ideas generated through class discussion.</p> <p>Strand 1: Writing Process (Kindergarten) Concept 2: Drafting</p> <p>PO 2. Create a group draft, scripted by the teacher.</p> <p>Strand 1: Writing Process (Kindergarten) Concept 3: Revising</p> <p>PO 1. Reread original draft scripted by teacher or individual. PO 2. Add additional details with prompting.</p>

<p>ELL I</p> <p>Writing Process</p> <p>(continued)</p>	<p>Early Advanced</p> <ol style="list-style-type: none"> 1. Generate ideas through class discussion and draw a picture or storyboard about the ideas generated. 2. Communicate by drawing, telling, or writing for a purpose. 3. Reread for clarity original draft scripted by the teacher and add additional details as needed. 	<p>Strand 1: Writing Process (Kindergarten) Concept 1: Prewriting</p> <p>PO 1. Generate ideas through class discussion. PO 2. Draw a picture about ideas generated through class discussion.</p> <p>Strand 1: Writing Process (Kindergarten) Concept 2: Drafting</p> <p>PO 1. Communicate by drawing, telling, or writing for a purpose.</p> <p>Strand 1: Writing Process (Kindergarten) Concept 3: Revising</p> <p>PO 1. Reread original draft scripted by teacher or individual. PO 2. Add additional details with prompting.</p>
	<p>Advanced</p> <ol style="list-style-type: none"> 1. Discuss the purpose for a drawing or for a writing piece. 2. Write a draft (e.g., story, caption, letter, observations, message). 3. Reread for clarity original draft and add additional details to improve audience understanding. 	<p>Strand 1: Writing Process (Kindergarten) Concept 2: Drafting</p> <p>PO 1. Communicate by drawing, telling, or writing for a purpose.</p> <p>Strand 2: Writing Elements (Kindergarten) Concept 4: Word Choice</p> <p>PO 1. Select labels, captions, or descriptors to enhance pictures.</p> <p>Strand 1: Writing Process (Kindergarten) Concept 3: Revising</p> <p>PO 1. Reread original draft scripted by teacher or individual. PO 2. Add additional details with prompting.</p> <p>Strand 1: Writing Process (Kindergarten) Concept 4: Editing</p> <p>PO 1. Review the draft for errors in conventions, with prompting.</p>

ELL II

Performance Conditions: Students at this stage of proficiency are able to express basic personal needs and compose passages on familiar, personally relevant topics. At this level, a focus is on writing personal narratives. Texts are short (one or two paragraphs). Student writing at this level consists of basic vocabulary and simple sentences and phrases. Errors in spelling and grammar are frequent and characteristic of language production at this stage.

Writing Applications	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will express his or her thinking and ideas in a variety of writing genres.</i></p>	<p>Beginning</p> <p><u>Narrative</u></p> <p>1. Relate messages and short stories by writing two- to-three word phrases as well as simple sentences, using key words that are posted and commonly used in the classroom.</p>	<p>Strand 2: Writing Elements (Kindergarten) Concept 5: Sentence Fluency</p> <p>PO 1. Attempt simple sentences (some may be fragments).</p> <p>Strand 3: Writing Applications (Kindergarten) Concept 1: Expressive</p> <p>PO 1. Create narratives by drawing, dictating, and/or emergency writing.</p> <p>Strand 3: Writing Applications (Kindergarten) Concept 3: Functional</p> <p>PO 1. Participate in writing a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables).</p>
	<p>Early Intermediate</p> <p><u>Narrative</u></p> <p>1. Write simple phrases and sentences about an event or character from a story dramatized or contextualized by the teacher.</p> <p><u>Expository</u></p> <p>2. Participate in creating simple summaries, with teacher as scribe, from informational texts, graphs, tables, or maps.</p>	<p>Strand 3: Writing Applications (Grade 1) Concept 1: Expressive</p> <p><i>Progression to PO 1.</i> Write a <i>narrative</i> that includes:</p> <p><i>a. a main idea based on real or imagined events;</i> <i>b. character(s), and</i> <i>c. a sequence of events.</i></p> <p>Strand 3: Writing Applications (Grade 1) Concept 2: Expository</p> <p><i>Progression to PO 1.</i> Create expository texts (e.g., labels, lists, observations, journals) through drawing and/or writing.</p>

<p style="text-align: center;">ELL II</p> <p style="text-align: center;">Writing Applications</p> <p style="text-align: center;">(continued)</p>	<p>Intermediate</p> <p><u>Narrative</u></p> <p>1. Write several phrases and simple sentences about a personal experience generated from a group story.</p> <p><u>Expository</u></p> <p>2. Create expository texts (e.g., labels, lists, observations, journals) through drawing and/or writing.</p> <p><u>Functional</u></p> <p>3. Participate in writing communications, such as friendly letters or thank-you notes, with the teacher as the scribe.</p>	<p>Strand 3: Writing Applications (Grade 1) Concept 1: Expressive</p> <p><i>Progression to PO 1. Write a narrative that includes:</i></p> <p><i>a. a main idea based on real or imagined events:</i></p> <p><i>b. character(s), and</i></p> <p><i>c. a sequence of events.</i></p> <p>Strand 3: Writing Applications (Grade 1) Concept 2: Expository</p> <p>PO 1. Create expository texts (e.g., labels, lists, observations, journals) through drawing and/or writing.</p> <p>Strand 3: Writing Applications (Grade 1) Concept 3: Functional</p> <p>PO 2. Participate in writing communications, with teacher as scribe, including:</p> <p>a. friendly letters, and</p> <p>b. thank-you notes.</p>
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<p>ELL II</p> <p>Writing Applications</p> <p>(continued)</p>	<p>Early Advanced</p> <p><u>Narrative</u></p> <ol style="list-style-type: none"> 1. Write short text about events or characters from familiar stories. 2. Write simple rhymes. <p><u>Expository</u></p> <ol style="list-style-type: none"> 3. Create expository texts (e.g., labels, lists, observations, scientific journals) through writing. (s) 4. Participate in a group response to a given piece of literature. <p><u>Functional</u></p> <ol style="list-style-type: none"> 5. Write a short friendly letter or thank-you note that is organized and uses a proper format. (i.e., heading, greeting, closing, addresses). 	<p>Strand 3: Writing Applications (Grade 1) Concept 1: Expressive</p> <p>PO 1. Write a narrative that includes:</p> <ol style="list-style-type: none"> a. main idea based on real or imagined events: b. character(s), and c. a sequence of events. <p>PO 2. Participate in writing simple poetry, rhymes, songs, or chants.</p> <p>Strand 3: Writing Applications (Grade 2) Concept 2: Expository</p> <p>PO 1. Write expository texts (e.g., labels, lists, observations, journals).</p> <p>Strand 3: Writing Applications (Grade 1) Concept 5: Literacy Response</p> <p>PO 2. Participate in a group response to a given piece of literature that connects:</p> <ol style="list-style-type: none"> a. text to self (personal connection), b. text to world (social connection), and c. text to text (compare within multiple texts). <p>Strand 3: Writing Applications (Grade 2) Concept 3: Functional</p> <p>PO 2. Write communications, including:</p> <ol style="list-style-type: none"> a. friendly letters, and b. thank-you notes.
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<p>ELL II</p> <p>Writing Applications</p> <p>(continued)</p>	<p>Advanced</p> <p><u>Narrative</u></p> <ol style="list-style-type: none"> 1. Write a narrative or short story that includes a main idea, characters, and a sequence of events. 2. Write simple poetry or chants. <p><u>Expository</u></p> <ol style="list-style-type: none"> 3. Report events sequentially using a topic sentence and a concluding statement. (s) (m) 4. Write short responses to a literature selection that connects text to self, text to world, or text to other text. <p><u>Functional</u></p> <ol style="list-style-type: none"> 5. Write a variety of functional texts (classroom rules, letters, notes, messages) that are organized and understandable. (s) (m) 	<p>Strand 3: Writing Applications (Grade 2)</p> <p>Concept 1: Expressive</p> <p>PO 1. Write a narrative that includes:</p> <ol style="list-style-type: none"> a. a main idea based on real or imagined events: b. character(s), and c. a sequence of events. <p>PO 2. Participate in writing simple poetry, rhymes, songs, or chants.</p> <p>Strand 3: Writing Applications (Grade 2)</p> <p>Concept 6: Research</p> <p>PO 1. Locate and use informational sources to write a simple report that includes:</p> <ol style="list-style-type: none"> a. a title, b. a main idea, and c. supporting details. <p>Strand 3: Writing Applications (Grade 2)</p> <p>Concept 5: Literacy Response</p> <p>PO 1. Write a response to a literature selection that identifies the:</p> <ol style="list-style-type: none"> a. character(s), b. setting, c. sequence of events, d. main idea, and e. problem/solution. <p>PO 2. Participate in a group response to a given piece of literature that connects:</p> <ol style="list-style-type: none"> a. text to self (personal connection), b. text to world (social connection), and c. text to text (compare within multiple texts). <p>Strand 3: Writing Applications (Grade 2)</p> <p>Concept 3: Functional</p> <p>PO 1. Write a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables).</p>
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Standard English Conventions	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will identify and apply conventions of standard English in his or her communications.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Write 17 to 20 of the letters (upper and lower case) of the alphabet. 2. Recognize and use basic phonetic spellings, with the beginning phoneme correctly represented most of the time. 3. Apply knowledge of letter-sound relationships to spell simple words with some consonants and a few vowels. 4. Spell one to two high-frequency words correctly. (s) (m) (ss) 5. Often organize writing from left to right and top to bottom with spacing between words. 6. Use resources such as word walls to <i>spell correctly</i>. 	<p>Strand 2: Writing Elements (Kindergarten) Concept 6: Conventions</p> <p><i>Progression to PO 1.</i> Write the 26 letters of the alphabet in: a. lower case, and b. upper case.</p> <p><i>Progression to PO 7.</i> Use knowledge of letter sound relationship to spell simple words with some consonants and few vowels (e.g., I lik t d nts. - I like to draw knights.)</p> <p>PO 7. Use knowledge of letter sound relationship to spell simple words with some consonants and few vowels (e.g., I lik t d nts. - I like to draw knights.)</p> <p>Strand 2: Writing Elements (Grade 1) Concept 6: Conventions</p> <p><i>Progression to PO 4.</i> Spell high-frequency words correctly.</p> <p>Strand 2 Writing Elements (Kindergarten) Concept 2: Organization</p> <p>PO 2. Consistently write left to right and top to bottom. PO 3. Space appropriately between words with some degree of accuracy.</p> <p>Strand 2: Writing Elements (Grade 1) Concept 6: Conventions</p> <p>PO 7. Use resources (e.g., environmental print, word walls, dictionaries) to spell correctly.</p>

<p>ELL II</p> <p>Standard English Conventions</p> <p>(continued)</p>	<p>Beginning cont.</p> <ol style="list-style-type: none"> 7. Use capital letters to begin “important” words, although application may be inconsistent or experimental. 8. Identify and use correct sentence endings, including periods and exclamation points. 9. Identify and use, with some errors, present and past verb tenses. 	<p>Strand 2: Writing Elements (Kindergarten) Concept 6: Conventions</p> <p>PO 3. Use capital letters to begin “important” words, although may be inconsistent or experimental.</p> <p>Strand 2: Writing Elements (Grade 2) Concept 6: Conventions</p> <p>Progression to PO 2. <i>Punctuate endings of sentences using:</i></p> <ol style="list-style-type: none"> a. <i>periods,</i> b. <i>question marks, and</i> c. <i>exclamation points.</i> <p>(no correlation)</p>
	<p>Early Intermediate</p> <ol style="list-style-type: none"> 1. Write all upper and lower case letters, attending to form and spatial alignment. 2. Recognize and use phonetic spellings, with consonants (beginning, middle, and clusters) correctly represented most of the time. 3. Spell CVC words correctly. 4. Spell a few high-frequency words correctly. (s) (m) (ss) 5. Consistently organize writing from left to right and top to bottom orientation with spacing between words. 	<p>Strand 2: Writing Elements (Kindergarten) Concept 6: Conventions</p> <p>PO 1. Write the 26 letters of the alphabet in:</p> <ol style="list-style-type: none"> a. lower case, and b. upper case. <p>PO 7. Use knowledge of letter sound relationship to spell simple words with some consonants and few vowels (e.g., <i>l ik t d nts.</i> - I like to draw knights.)</p> <p>Strand 2: Writing Elements (Grade 1) Concept 6: Conventions</p> <p>PO 5. Use common spelling patterns (i.e., onset and rimes, word families, and simple CVC words) to spell words correctly.</p> <p>Progression to PO 4. <i>Spell high-frequency words correctly.</i></p> <p>Strand 2: Writing Elements (Kindergarten) Concept 2: Organization</p> <p>PO 2. Consistently write left to right and top to bottom. PO 3. Space appropriately between words with some degree of accuracy.</p>

<p>ELL II</p> <p>Standard English Conventions</p> <p>(continued)</p>	<p>Early Intermediate cont.</p> <ol style="list-style-type: none"> 6. Use resources such as word walls and picture dictionaries to <i>spell correctly</i>. 7. Use capital letters correctly for the pronoun “I.” 8. Identify and use correct sentence endings, including periods, question marks, and exclamation points. 9. Identify and use, with some errors, present verb tenses including the verb “to be” and past verb tenses. 10. Identify and use, with some errors, nouns and verbs in simple sentences. 	<p>Strand 2: Writing Elements (Grade 1) Concept 6: Conventions</p> <p>PO 7. Use resources (e.g., environmental print, word walls, dictionaries) to spell correctly.</p> <p>Progression to PO 2. Use capital letters correctly for:</p> <ol style="list-style-type: none"> a. the pronoun <i>I</i>, b. the beginning of a sentence, and c. names. <p>PO 3. Punctuate endings of sentences using:</p> <ol style="list-style-type: none"> a. periods, b. question marks, and c. exclamation points. <p>(no correlation)</p> <p>Progression to PO 9. Use the following parts of speech correctly in simple sentences:</p> <ol style="list-style-type: none"> a. nouns, and b. action verbs.
	<p>Intermediate</p> <ol style="list-style-type: none"> 1. Write legibly all upper and lower case letters. 2. Recognize and use phonetic spellings, with consonants and vowels (beginning, middle, and clusters) correctly represented most of the time. 3. Recognize and use common spelling patterns (i.e., onset and rimes, word families, and simple CVC words) to spell words correctly. 	<p>Strand 2: Writing Elements (Kindergarten) Concept 6: Conventions</p> <p>PO 1. Write the 26 letters of the alphabet in:</p> <ol style="list-style-type: none"> a. lower case, and b. upper case. <p>PO 2. Distinguish between upper and lower case letters.</p> <p>PO 7. Use knowledge of letter sound relationship to spell simple words with some consonants and few vowels (e.g., <i>lik t d nts</i>. - I like to draw knights.)</p> <p>Strand 2: Writing Elements (Grade 1) Concept 6: Conventions</p> <p>PO 5. Use common spelling patterns (i.e., onset and rimes, word families, and simple CVC words) to spell words correctly.</p>

<p>ELL II</p> <p>Standard English Conventions</p> <p>(continued)</p>	<p>Intermediate cont.</p> <ol style="list-style-type: none"> 4. Spell some high-frequency words correctly. (s) (m) (ss) 5. Consistently organize writing from left to right and top to bottom orientation with spacing between words and between lines. 6. Use resources such as word walls and dictionaries to <i>spell correctly</i>. 7. Identify and use capital letters correctly for the pronoun “I” and the beginning of a sentence. 8. Identify and use, with some errors, <i>punctuation</i>, including endings of sentences, colon to punctuate time, and commas in dates and closings of letters. 9. Identify and use, with some errors, <i>verb tenses</i>, including present, past, and future tenses. 10. Identify and use, with some errors, nouns, verbs, and adjectives in simple sentences. 11. Identify and use, with some errors, basic <i>subject-verb agreement</i> in simple sentences. 	<p>PO 4. Spell high-frequency words correctly.</p> <p>PO 1. Incorporate conventions into own text, including:</p> <ol style="list-style-type: none"> a. spacing between words, b. spacing between lines, c. consistent left-right and up-down orientation, and d. placement of title. <p>PO 7. Use resources (e.g., environmental print, word walls, dictionaries) to spell correctly.</p> <p>PO 2. Use capital letters for:</p> <ol style="list-style-type: none"> a. the pronoun I, b. the beginning of a sentence, and c. names. <p>Strand 2: Writing Elements (Grade 2) Concept 6: Conventions</p> <p>PO 2. Punctuate endings of sentences using:</p> <ol style="list-style-type: none"> a. periods, b. question marks, and c. exclamation points. <p>PO 3. Use commas to punctuate:</p> <ol style="list-style-type: none"> a. items in a series, b. greetings and closings of letters, and c. dates. <p>PO 4. Use a colon to punctuate time.</p> <p>PO 5. Use apostrophes to correctly punctuate contractions.</p> <p>(no correlation)</p> <p>Strand 2: Writing Elements (Grade1) Concept 6: Conventions</p> <p>PO 9. Use the following parts of speech correctly in simple sentences:</p> <ol style="list-style-type: none"> a. nouns, and b. action verbs. <p>PO 8. Use subject-verb agreement in simple sentences.</p>
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<p>ELL II</p> <p>Standard English Conventions</p> <p>(continued)</p>	<p>Early Advanced</p> <ol style="list-style-type: none"> 1. Write legibly letters and numerals. 2. Recognize and use basic phonetic spelling of unfamiliar words to create readable text. 3. Recognize and use common spelling patterns, such as word families, CVC words, regular plurals, and simple prefixes and suffixes, to spell correctly. 4. Spell many high- frequency words correctly. (s) (m) (ss) 5. Consistently organize writing from left to right and top to bottom orientation with spacing between words and between lines as well as correct placement of title. 6. Use resources to <i>spell correctly</i>. 7. Identify and use, with some errors, <i>capitalization</i>, including the pronoun “I,” sentence beginnings, and proper nouns. 	<p>Strand 1: Writing Process (Grade 2) Concept 5: Publishing</p> <p>PO 2. Write legibly.</p> <p>Strand 2: Writing Elements (Grade 1) Concept 6: Conventions</p> <p>PO 6. Use basic phonetic spelling of unfamiliar words to create readable text.</p> <p>Strand 2: Writing Elements (Grade 2) Concept 6: Conventions</p> <p>PO 7. Use common spelling patterns/generalizations including:</p> <ol style="list-style-type: none"> a. word families, b. simple CVC words, c. regular plurals, d. simple prefixes, and e. simple suffixes. <p>Strand 2: Writing Elements (Grade 1) Concept 6: Conventions</p> <p>PO 4. Spell high-frequency words correctly.</p> <p>PO 1. Incorporate conventions into own text, including:</p> <ol style="list-style-type: none"> a. spacing between words, b. spacing between lines, c. consistent left-right and up-down orientation, and d. placement of title. <p>Strand 2: Writing Elements (Grade 2) Concept 6: Conventions</p> <p>PO 9. Use resources (e.g., environmental print, word walls, dictionaries) to spell correctly.</p> <p>PO 1. Use capital letters for:</p> <ol style="list-style-type: none"> a. the pronoun I, b. the beginning of a sentence, and c. proper nouns (i.e., names, days, months).
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<p>ELL II</p> <p>Standard English Conventions</p> <p>(continued)</p>	<p>Early Advanced cont.</p> <p>8. Identify and use, with some errors, <i>punctuation</i>, including endings of sentences, colon to punctuate time, commas (items in a series, greetings, closings of letters, dates), and apostrophes to punctuate contractions.</p> <p>9. Identify and use, with some errors, <i>verb tenses</i>, including present and present progressive, past and past progressive, future, imperatives, and modal auxiliaries.</p> <p>10. Identify and use, with some errors, nouns, personal pronouns (subjective, objective, possessive), verbs, and adjectives in simple sentences.</p> <p>11. Identify and use, with few errors, basic <i>subject-verb agreement</i> in simple sentences.</p>	<p>Strand 2: Writing Elements (Grade 2) Concept 6: Conventions</p> <p>PO 2. Punctuate endings of sentences using:</p> <ol style="list-style-type: none"> periods, question marks, and exclamation points. <p>PO 3. Use commas to punctuate:</p> <ol style="list-style-type: none"> items in a series, greetings and closings of letters, and dates. <p>PO 4. Use a colon to punctuate time.</p> <p>PO 5. Use apostrophes to correctly punctuate contractions.</p> <p>(no correlation)</p> <p>Strand 2: Writing Elements (Grade1) Concept 6: Conventions</p> <p>PO 9. Use the following parts of speech correctly in simple sentences:</p> <ol style="list-style-type: none"> nouns, and action verbs. <p>PO 8. Use subject-verb agreement in simple sentences.</p>
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<p>ELL II</p> <p>Standard English Conventions</p> <p>(continued)</p>	<p>Advanced</p> <ol style="list-style-type: none"> 1. Write legibly. 2. Recognize and use phonetic spelling and syllabication to create readable text. 3. Recognize and use common spelling patterns, regular inflectional endings, and phonogram patterns. 4. Spell most high-frequency words correctly. (s) (m) (ss) 5. Incorporate correct orientation into own text. 6. Use resources to <i>spell correctly</i>. 7. Identify and use, with few errors, <i>capitalization</i>, including the pronoun “I,” sentence beginnings, and proper nouns. 	<p>Strand 1: Writing Process (Grade 2) Concept 5: Publishing</p> <p>PO 2. Write legibly</p> <p>Strand 2: Writing Elements (Grade 2) Concept 6: Conventions</p> <p>PO 8. Use phonetic spelling and syllabication to create readable text.</p> <p>PO 7. Use common spelling patterns/generalizations including:</p> <ol style="list-style-type: none"> a. word families, b. simple CVC words, c. regular plurals, d. simple prefixes, and e. simple suffixes. <p>PO 6. Spell high frequency words correctly.</p> <p>Strand 2: Writing Elements (Grade 1) Concept 6: Conventions</p> <p>PO 1. Incorporate conventions into own text, including:</p> <ol style="list-style-type: none"> a. spacing between words, b. spacing between lines, c. consistent left-right and up-down orientation, and d. placement of title. <p>Strand 2: Writing Elements (Grade 2) Concept 6: Conventions</p> <p>PO 9. Use resources (e.g., environmental print, word walls, dictionaries) to spell correctly.</p> <p>PO 1. Use capital letters for:</p> <ol style="list-style-type: none"> a. the pronoun I, b. the beginning of a sentence, and c. proper nouns (i.e., names, days, months).
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<p style="text-align: center;">ELL II</p> <p style="text-align: center;">Standard English Conventions</p> <p style="text-align: center;">(continued)</p>	<p>Advanced cont.</p> <p>8. Identify and use, with few errors, <i>punctuation</i>, including endings of sentences, colon to punctuate time, and commas (items in a series, greetings, closings of letters, dates), and apostrophes to punctuate contractions.</p> <p>9. Identify and use, with few errors, <i>verb tenses</i>, including present and present progressive, past and past progressive, future, imperatives, and modal auxiliaries.</p> <p>10. Identify and use, with few errors, nouns, personal pronouns, verbs, and adjectives in simple sentences.</p> <p>11. Identify and use <i>subject-verb agreement</i> consistently in simple sentences, and write complete sentences.</p>	<p>Strand 2: Writing Elements (Grade 2) Concept 6: Conventions</p> <p>PO 2. Punctuate endings of sentences using:</p> <ol style="list-style-type: none"> a. periods, b. question marks, and c. exclamation points. <p>PO 3. Use commas to punctuate:</p> <ol style="list-style-type: none"> a. items in a series, b. greetings and closings of letters, and c. dates. <p>PO 4. Use a colon to punctuate time.</p> <p>PO 5. Use apostrophes to correctly punctuate contractions.</p> <p>(no correlation)</p> <p>PO 10. Use the following parts of speech correctly in simple sentences:</p> <ol style="list-style-type: none"> a. nouns, b. action verbs, c. personal pronouns, and d. adjectives. <p>PO 11. Use subject-verb agreement in simple sentences.</p>
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Writing Process	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>Students use the steps of the writing process as a writing piece moves toward completion.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Generate ideas through class discussion and draw a picture about the ideas generated. 2. Discuss the purpose for a drawing or writing piece. 3. Create a group draft, scripted by the teacher. 4. Reread original draft scripted by the teacher and add additional details as needed. 	<p>Strand 1: Writing Process (Kindergarten) Concept 1: Prewriting</p> <p>PO 1. Generate ideas through class discussion. PO 2. Draw a picture about ideas generated through class discussion.</p> <p>PO 1. Generate ideas through class discussion.</p> <p>Strand 1: Writing Process (Kindergarten) Concept 2: Drafting</p> <p>PO 2. Create a group draft, scripted by the teacher.</p> <p>Strand 1: Writing Process (Kindergarten) Concept 3: Revising</p> <p>PO 1. Reread original draft scripted by teacher or individual. PO 2. Add additional details with prompting.</p>
	<p>Early Intermediate</p> <ol style="list-style-type: none"> 1. Generate ideas through class discussion and draw a picture or storyboard about the ideas generated. 2. Discuss the purpose for a writing piece. 3. Communicate ideas by drawing, telling, or writing for a purpose. 4. Reread original draft scripted by the teacher for clarity and add additional details as needed for audience understanding. 	<p>Strand 1: Writing Process (Grade 1) Concept 1: Prewriting</p> <p>PO 2. Draw a picture or storyboard about ideas generated.</p> <p>PO 4. Discuss the purpose for a writing piece.</p> <p>Strand 1: Writing Process (Kindergarten) Concept 2: Drafting</p> <p>PO 1. Communicate by drawing, telling, or writing for a purpose.</p> <p>Strand 1: Writing Process (Kindergarten) Concept 3: Revising</p> <p>PO 1. Reread original draft scripted by teacher or individual. PO 2. Add additional details with prompting.</p>

<p style="text-align: center;">ELL II</p> <p>Writing Process (continued)</p>	<p>Intermediate</p> <ol style="list-style-type: none"> 1. Generate ideas through prewriting activities (e.g., brainstorming, webbing, drawing, writer's notebook, group discussion). 2. Discuss the purpose for a writing piece and who the intended audience of writing piece will be. 3. Write a draft based on ideas taken from stories, captions, letters, observations, or messages. 4. Reread original draft for clarity and add additional details for audience understanding and to more effectively accomplish the purpose. 	<p>Strand 1: Writing Process (Grade 1) Concept 1: Prewriting</p> <p>PO 1. Generate ideas through prewriting activities (e.g., brainstorming, webbing, drawing, writer's notebook, group discussion).</p> <p>PO 4. Discuss the purpose for a writing piece. PO 5. Discuss who the intended audience of a writing piece will be.</p> <p>Strand 1: Writing Process (Grade 1) Concept 2: Drafting</p> <p>PO 1. Write a draft (e.g., story, caption, letter, observations, message).</p> <p>Strand 1: Writing Process (Grade 1) Concept 3: Revising</p> <p>PO 1. Reread original draft for clarity. PO 2. Add additional details with prompting.</p>
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<p style="text-align: center;">ELL II</p> <p>Writing Process (continued)</p>	<p>Early Advanced</p> <ol style="list-style-type: none"> 1. Generate and organize ideas using simple webs, maps, or lists. 2. Determine the purpose (e.g., to entertain, to inform, to communicate) of a writing piece. 3. Use a prewriting plan to develop a draft with main idea(s). 4. Evaluate the draft for clarity and add details to the draft to more effectively address audience and purpose. 	<p>Strand 1: Writing Process (Grade 2) Concept 1: Prewriting</p> <p>PO 1. Generate ideas through prewriting activities (e.g., brainstorming, webbing, drawing, writer's notebook, group discussion).</p> <p>PO 4. Maintain a record (e.g., lists, pictures, journals, folders, notebooks) of writing ideas.</p> <p>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate) of a writing piece.</p> <p>Strand 1: Writing Process (Grade 2) Concept 2: Drafting</p> <p>PO 1. Write a draft with supporting details.</p> <p>Strand 1: Writing Process (Grade 2) Concept 3: Revising</p> <p>PO 1. Reread original draft for clarity.</p> <p>PO 2. Add additional relevant details for audience understanding.</p>
	<p>Advanced</p> <ol style="list-style-type: none"> 1. Generate ideas and maintain a record (e.g., list, picture, journal, folder, notebook) of writing ideas. 2. Determine the purpose (e.g., to entertain, to inform, to communicate), and the intended audience of a writing piece. 3. Use a prewriting plan to develop a draft with a main idea(s). 4. Apply appropriate tools or strategies (e.g., peer review, rubrics) to rearrange and modify words and sentences to clarify the meaning of the draft. 	<p>Strand 1: Writing Process (Grade 2) Concept 1: Prewriting</p> <p>PO 1. Generate ideas through prewriting activities (e.g., brainstorming, webbing, drawing, writer's notebook, group discussion).</p> <p>PO 4. Maintain a record (e.g., lists, pictures, journals, folders, notebooks) of writing ideas.</p> <p>PO 3. Determine the intended audience of a writing piece.</p> <p>Strand 1: Writing Process (Grade 2) Concept 2: Drafting</p> <p>PO 1. Write a draft with supporting details.</p> <p>Strand 1: Writing Process (Grade 2) Concept 3: Revising</p> <p>PO 3. Evaluate the draft for use of one or more writing elements, with the assistance of teacher, peer, checklist, or rubric.</p>

Writing Elements	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will integrate elements of effective writing to develop engaging and focused text.</i></p>	<p>Beginning</p> <p>1. Use pictures that convey meaning and include imitative text or recognizable words to convey meaning. (s) (ss)</p>	<p>Strand 2: Writing Components (Kindergarten) Concept 1: Ideas and Content</p> <p>PO 2. Use pictures with imitative text, letters, or recognizable words to convey meaning.</p>
	<p>Early Intermediate</p> <p>1. Create pictures and text that: (s) (ss)</p> <ol style="list-style-type: none"> a. include details and use labels, captions, or picture descriptors to expand meaning and clearly go with the picture; b. show a sense of beginning; and c. have a distinctive personal style and originality. 	<p>Strand 2: Writing Components (Grade 1) Concept 1: Ideas and Content</p> <p><i>Progression to PO 1. Write stand-alone text that expresses a clear message.</i></p> <p>Strand 2: Writing Components (Grade 1) Concept 2: Organization</p> <p><i>Progression to PO 1. Demonstrate sequencing or patterning in written text or storyboards.</i></p> <p>Strand 2: Writing Components (Grade 1) Concept 3: Voice</p> <p><i>Progression to PO 1. Create pictures and text that is expressive, individualistic, engaging, and lively.</i></p> <p>Strand 2: Writing Components (Grade 1) Concept 4: Word Choice</p> <p><i>Progression to PO 1. Select words that convey a clear, general meaning.</i> <i>Progression to PO 2. Use a variety of words, even if not spelled correctly, to convey the intended message.</i> <i>Progression to PO 3. Use expressive or descriptive phrases and short sentences, beyond one- or two-word labels.</i></p>

<p style="text-align: center;">ELL II</p> <p>Writing Elements (continued)</p>	<p>Intermediate</p> <ol style="list-style-type: none"> 1. Create stand-alone text that: (s) (ss) <ol style="list-style-type: none"> a. expresses a clear message; b. demonstrates sequencing or patterning; c. is expressive and individualistic; d. uses a variety of words, even if not spelled correctly; and e. attempts simple sentences. 	<p>Strand 2: Writing Components (Grade 1) Concept 1: Ideas and Content</p> <p>PO 1. Write stand-alone text that expresses a clear message.</p> <p>Strand 2: Writing Components (Grade 1) Concept 2: Organization</p> <p>PO 1. Demonstrate sequencing or patterning in written text or storyboards.</p> <p>Strand 2: Writing Components (Grade 1) Concept 3: Voice</p> <p>PO 1. Create pictures and text that is expressive, individualistic, engaging, and lively.</p> <p>Strand 2: Writing Components (Grade 1) Concept 4: Word Choice</p> <p>PO 1. Select words that convey a clear, general meaning. PO 2. Use a variety of words, even if not spelled correctly, to convey the intended message. PO 3. Use expressive or descriptive phrases and short sentences, beyond one- or two-word labels.</p> <p>Strand 2: Writing Components (Grade 1) Concept 5: Fluency</p> <p>PO 1. Write simple sentences.</p>
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<p style="text-align: center;">ELL II</p> <p>Writing Elements (continued)</p>	<p>Early Advanced</p> <ol style="list-style-type: none"> 1. Create stand-alone text that: (s) (ss) <ol style="list-style-type: none"> a. expresses a clear message and incorporates relevant details that give the text interest; b. places multiple sentences in an order that supports the main idea; c. is expressive and shows some awareness of audience through word choice and style; and d. uses descriptive phrases and short sentences, beyond one- or two-word labels. 	<p>Strand 2: Writing Components (Grade 1) Concept 1: Ideas and Content</p> <p>PO 1. Write stand-alone text that expresses a clear message.</p> <p>PO 2. Incorporate details in pictures and text.</p> <p>Strand 2: Writing Components (Grade 1) Concept 2: Organization</p> <p>PO 1. Demonstrate sequencing or patterning in written text or storyboards.</p> <p>PO 3. Write multiple sentences in an order that supports a main idea or story.</p> <p>Strand 2: Writing Components (Grade 1) Concept 3: Voice</p> <p>PO 1. Create pictures and text that is expressive, individualistic, engaging, and lively.</p> <p>Strand 2: Writing Components (Grade 1) Concept 4: Word Choice</p> <p>PO 1. Select words that convey a clear, general meaning.</p> <p>PO 2. Use a variety of words, even if not spelled correctly, to convey the intended message.</p> <p>PO 3. Use expressive or descriptive phrases and short sentences, beyond one- or two-word labels.</p>
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<p style="text-align: center;">ELL II</p> <p>Writing Elements (continued)</p>	<p>Advanced</p> <ol style="list-style-type: none"> 1. Create stand-alone text that: (s) (ss) <ol style="list-style-type: none"> a. organizes content in a selected format (e.g., letter, narrative) b. uses beginning and concluding statements and signal words to indicate order of events or ideas and transitional words to connect ideas; c. is expressive, creates a picture in the reader's mind, and show awareness of audience through word choice and style; and d. includes sentences with some variety in beginnings and lengths. 	<p>Strand 2: Writing Components (Grade 2) Concept 1: Ideas and Content</p> <p>PO 1. Write stand-alone text that expresses a clear message.</p> <p>PO 2. Incorporate relevant details that give the text interest.</p> <p>Strand 2: Writing Components (Grade 2) Concept 2: Organization</p> <p>PO 1. Organize content in a selected format (e.g., friendly letter, narrative, expository text).</p> <p>PO 2. Use beginning and concluding statements (other than simply “The End”) in text.</p> <p>PO 3. Use signal words (e.g., first, second, third; 1, 2, 3) to indicate the order of events or ideas.</p> <p>PO 4. Use transitional words and phrases (e.g., next, then, so, but, while, after that, because) to connect ideas.</p> <p>Strand 2: Writing Components (Grade 2) Concept 3: Voice</p> <p>PO 1. Show awareness of the audience through word choice and style.</p> <p>PO 2. Write text that is expressive, individualistic, engaging, and lively.</p> <p>Strand 2: Writing Components (Grade 2) Concept 4: Word Choice</p> <p>PO 1. Select words that convey the intended meaning and create a picture in the reader's mind.</p> <p>Strand 2; Writing Components (Grade 2) Concept 5: Fluency</p> <p>PO 1. Write simple sentences.</p> <p>PO 3. Use a variety of sentence beginnings and lengths.</p>
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Research	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.</i></p>	<p>Beginning</p> <p>1. Make observations of objects, people, or events for a class project. (s)</p>	<p>Writing Strand 3: Writing Applications (Grade 1) Concept 6: Research</p> <p><i>Progression to PO 1.</i> Write a simple report with a title and three facts, using informational sources.</p>
	<p>Early Intermediate</p> <p>1. Consult print and multimedia resources (e.g., photographs, Internet, interviews), in his or her first language, when needed to complete a class project. (s)</p>	<p>Reading Strand 3: Comprehending Informational Text (Grades 2 and 3) Concept 1: Expository Text</p> <p><i>Progression to PO 4.</i> Use a variety of sources (e.g., trade books, encyclopedias, magazines, atlases, almanacs, electronic source, textbooks) to answer specific questions, and/or gather information. <u>(Connected to Research Strand in Writing)</u></p> <p><i>Progression to PO 5.</i> Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text. <u>(Connected to Research Strand in Writing)</u></p> <p>Writing Strand 3: Writing Applications (Grade 1) Concept 6: Research</p> <p><i>Progression to PO 1.</i> Write a simple report with a title and three facts, using informational sources.</p>

<p>ELL II</p> <p>Research</p> <p>(continued)</p>	<p>Intermediate</p> <p>1. Consult print and multimedia resources (e.g., photographs, Internet, interviews) when needed to complete a class project. (s)</p>	<p>Reading Strand 3: Comprehending Informational Text (Grades 2 and 3)</p> <p>Concept 1: Expository Text</p> <p><i>Progression to PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, key words, glossary, indices, italics, key words) in expository text. <u>(Connected to Research Strand in Writing)</u></i></p> <p><i>Progression to PO 4. Use a variety of sources (e.g., trade books, encyclopedias, magazines, atlases, almanacs, electronic source, textbooks) to answer specific questions, and/or gather information. <u>(Connected to Research Strand in Writing)</u></i></p> <p><i>Progression to PO 5. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text. <u>(Connected to Research Strand in Writing)</u></i></p> <p>Writing Strand 3: Writing Applications (Grade 1)</p> <p>Concept 6: Research</p> <p>PO 1. Write a simple report with a title and three facts, using informational sources.</p>
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<p>ELL II</p> <p>Research</p> <p>(continued)</p>	<p>Early Advanced</p> <ol style="list-style-type: none"> Gather information from dictionaries and other basic reference materials needed to complete a class project. (s) Generate questions for possible future investigations or research based on the conclusions of a scientific investigation. (s) 	<p>Reading Strand 3: Comprehending Informational Text (Grades 2 and 3)</p> <p>Concept 1: Expository Text</p> <p>PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, key words, glossary, indices, italics, key words) in expository text. <u>(Connected to Research Strand in Writing)</u></p> <p>PO 4. Use a variety of sources (e.g., trade books, encyclopedias, magazines, atlases, almanacs, electronic source, textbooks) to answer specific questions, and/or gather information. <u>(Connected to Research Strand in Writing)</u></p> <p>PO 5. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text. <u>(Connected to Research Strand in Writing)</u></p> <p>Writing Strand 3: Writing Applications (Grade 1)</p> <p>Concept 6: Research</p> <p>PO 1. Write a simple report with a title and three facts, using informational sources.</p> <p>(no correlation)</p>
	<p>Advanced</p> <ol style="list-style-type: none"> Gather and organize information from various resources needed to complete a research project. (s) Record observations and data from guided investigations in a field journal in his or her own words. (s) Record questions for further inquiry based on the conclusions of a scientific investigation. (s) 	<p>Strand 3: Writing Applications (Grade 2)</p> <p>Concept 6: Research</p> <p>PO 1. Locate and use informational sources to write a simple report that includes:</p> <ol style="list-style-type: none"> a title, a main idea, and supporting details. <p>Strand 1: Writing Process (Grade 2)</p> <p>Concept 1: Prewriting</p> <p>PO 4. Maintain a record (e.g., lists, pictures, journals, folders, notebooks) of writing ideas.</p> <p>(no correlation)</p>

ELL III

Performance Conditions: Students at this stage of proficiency can write short reports or essays up to 4 paragraphs, using basic vocabulary and common language structures. At this level, a focus is on writing personal experience narratives, expository essays, and personal letters. Students can express ideas in the present, future, and past tenses. Frequent errors are characteristic of this level especially when students try to express thoughts that require more complex language structures.

Writing Applications	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will express his or her thinking and ideas in a variety of writing genres.</i></p>	<p>Beginning</p> <p><u>Narrative</u></p> <ol style="list-style-type: none"> 1. Write simple poetry or chants. 2. Write short text about events or characters from familiar stories generated from a group story. <p><u>Expository</u></p> <ol style="list-style-type: none"> 3. Record information (e.g., observations, notes) related to the topic. 4. Participate in a group response to a given piece of literature. <p><u>Functional</u></p> <ol style="list-style-type: none"> 5. Write letters, such as friendly letters and thank-you notes, that are organized and understandable. 	<p>Strand 3: Writing Applications (Grade 2) Concept 1: Expressive</p> <p>PO 2. Write simple poetry, rhymes, or chants.</p> <p>Strand 3: Writing Applications (Grade 1) Concept 1: Expressive</p> <p>PO 1. Write a narrative that includes:</p> <ol style="list-style-type: none"> a. a main idea based on real or imagined events, b. character(s), and c. a sequence of events. <p>Strand 3: Writing Applications (Grade 1) Concept 2: Expository</p> <p>PO 1. Create expository texts (e.g., labels, lists, observations, journals) through drawing and/or writing.</p> <p>Strand 3: Writing Applications (Grade 3) Concept 5: Literary Response</p> <p>PO 3. Write a response to a literature selection that connects:</p> <ol style="list-style-type: none"> a. text to self (personal connection), b. text to world (social connection), and c. text to text (compare within multiple texts). <p>Strand 3: Writing Applications (Grade 2) Concept 3: Functional</p> <p>PO 2. Write communications, including:</p> <ol style="list-style-type: none"> a. friendly letters, and b. thank-you notes.

<p>ELL III</p> <p>Writing Applications</p> <p>(continued)</p>	<p>Early Intermediate</p> <p><u>Narrative</u></p> <ol style="list-style-type: none"> 1. Write simple poetry, rhymes, songs, or chants. 2. Write a narrative or short story that includes a main idea, characters, and a sequence of events. <p><u>Expository</u></p> <ol style="list-style-type: none"> 3. Report events sequentially, using a topic sentence and a concluding statement. (s) (m) 4. Write a short response that identifies the main characters in a book. 5. Record questions for further inquiry based on the conclusions of a scientific investigation. (s) 	<p>Strand 3: Writing Applications (Grade 2) Concept 1: Expressive</p> <p>PO 2. Write simple poetry, rhymes, or chants.</p> <p>Strand 3: Writing Applications (Grade 2) Concept 1: Expressive</p> <p>PO 1. Write a narrative that includes:</p> <ol style="list-style-type: none"> a. a main idea based on real or imagined events; b. character(s), and c. a sequence of events. <p>Strand 3: Writing Applications (Grade 2) Concept 6: Research</p> <p>PO 1. Locate and use informational sources to write a simple report that includes:</p> <ol style="list-style-type: none"> a. a title, b. main idea, and c. supporting details. <p>Strand 3: Writing Applications (Grade 3) Concept 5: Literary Response</p> <p>Progression to PO 2. Write a book report or review that may identify the:</p> <ol style="list-style-type: none"> a. main idea, b. <i>character(s)</i>, c. setting, d. <i>sequence of events</i>, and e. <i>problem/solution</i>. <p>Strand 3: Writing Applications (Grade 3) Concept 2: Expository</p> <p>PO 1. Record information (e.g., observations, notes, lists, charts, map labels, and legends) related to the topic.</p>
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<p>ELL III</p> <p>Writing Applications</p> <p>(continued)</p>	<p>Early Intermediate cont.</p> <p><u>Functional</u></p> <p>6. Write letters, such as thank-you notes, friendly letters, messages, and invitations that are complete with date, salutation, body, closing, and signature.</p>	<p>Strand 3: Writing Applications (Grade 3)</p> <p>Concept 3: Functional</p> <p>PO 2. Write communications, including:</p> <ol style="list-style-type: none"> thank-you notes, friendly letters, formal letters, messages, and invitations.
	<p>Intermediate</p> <p><u>Narrative</u></p> <p>1. Write simple poetry with some use of rhythm and rhyme.</p> <p>2. Write a narrative or short story based on imagined or real events, observations, or memories that includes characters and plot in some detail.</p>	<p>Strand 3: Writing Applications (Grade 3)</p> <p>Concept 1: Expressive</p> <p>PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that may employ:</p> <ol style="list-style-type: none"> figurative language; rhythm; dialogue; characterization; plot; and appropriate format. <p>PO 1. Write a narrative based on imagined or real events, observations, or memories that includes:</p> <ol style="list-style-type: none"> characters, setting, plot, sensory details, clear language, and logical sequence of events.

<p>ELL III</p> <p>Writing Applications</p> <p>(continued)</p>	<p>Intermediate cont.</p> <p><u>Expository</u></p> <p>3. Write an expository paragraph or a simple report based on research, with a topic sentence.</p> <p>4. Write a book report or review that identifies the main events.</p> <p>5. Record new questions and predictions based upon the data collected in a scientific investigation. (s)</p> <p><u>Functional</u></p> <p>6. Write letters, such as thank-you notes, friendly letters, messages, and invitations that address audience, stated purpose, and context.</p> <p><u>Persuasive</u></p> <p>7. Write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader.</p>	<p>Strand 3: Writing Applications (Grade 3) Concept 2: Expository</p> <p>PO 2. Write an expository paragraph that contains:</p> <ol style="list-style-type: none"> a topic sentence, supporting details, and relevant information. <p>PO 3. Write in a variety of expository forms (e.g., summary, newspaper article, reflective paper, log, journal).</p> <p>Strand 3: Writing Applications (Grade 3) Concept 5: Literary Response</p> <p>PO 1. Write a reflection to a literature selection (e.g., journal entry, book review).</p> <p>Strand 3: Writing Applications (Grade 3) Concept 6: Research</p> <p>PO 1. Paraphrase information from at least one source (e.g., Internet, reference materials).</p> <p>PO 2. Organize notes in a meaningful sequence.</p> <p>Strand 3: Writing Applications (Grade 3) Concept 2: Expository</p> <p>PO 1. Record information (e.g., observations, notes, lists, charts, map labels, and legends) related to the topic.</p> <p>Strand 3: Writing Applications (Grade 3) Concept 3: Functional</p> <p>PO 2. Write communications, including:</p> <ol style="list-style-type: none"> thank-you notes, friendly letters, formal letters, messages, and invitations. <p>Strand 3: Writing Applications (Grade 3) Concept 4: Persuasive</p> <p>PO 1. Write persuasive text (e.g., advertisements, paragraph) that attempts to influence the reader.</p>
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<p>ELL III</p> <p>Writing Applications</p> <p>(continued)</p>	<p>Early Advanced</p> <p><u>Narrative</u></p> <p>1. Write simple poetry, using rhythm, rhyme, and sensory details.</p> <p>2. Write a narrative based on imagined or real events that include characters, setting, and well-chosen details to develop the plot.</p> <p><u>Expository</u></p> <p>3. Write expository essays and informational reports based on research that include topic sentences, main ideas, and relevant details.</p>	<p>Strand 3: Writing Applications (Grade 4) Concept 1: Expressive</p> <p>PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that may employ:</p> <ol style="list-style-type: none"> figurative language, rhythm, dialogue, characterization, plot, and appropriate format. <p>PO 1. Write a narrative based on imagined or real events, observations, or memories that includes:</p> <ol style="list-style-type: none"> characters, setting, plot, sensory details, clear language, and logical sequence of events. <p>Strand 3: Writing Applications (Grade 4) Concept 2: Expository</p> <p>PO 2. Write an expository paragraph that contains:</p> <ol style="list-style-type: none"> a topic sentence, supporting details, and relevant information. <p>PO 3. Write in a variety of expository forms (e.g., summary, newspaper article, reflective paper, log, journal).</p> <p>Strand 3: Writing Applications (Grade 4) Concept 6: Research</p> <p>PO 3. Write an informational report that includes main idea(s) and relevant details.</p>
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<p>ELL III</p> <p>Writing Applications</p> <p>(continued)</p>	<p>Early Advanced cont.</p> <p>4. Write a book report that identifies the main idea, characters, and events.</p> <p>5. Accurately record data that students collect (e.g., facts they learn or procedures they conduct) in an organized and appropriate format. (s) (m)</p> <p>Functional</p> <p>6. Write a variety of functional text (e.g., directions, recipes, labels, graphs/tables) that address audience, stated purpose, and context. (s) (m)</p> <p>Persuasive</p> <p>7. Write persuasive text that states a clear position in support of a proposition.</p>	<p>Strand 3: Writing Applications (Grade 4) Concept 5: Literary Response</p> <p>PO 1. Write a reflection to a literature selection (e.g., journal entry, book review).</p> <p>PO 2. Write a book report or review that identifies the:</p> <ol style="list-style-type: none"> main idea, character(s), setting, sequence of events, and conflict/resolution. <p>Strand 3: Writing Applications (Grade 4) Concept 6: Research</p> <p>PO 1. Paraphrase information from a variety of sources (e.g., Internet, reference materials).</p> <p>PO 2. Organize notes in a meaningful sequence.</p> <p>Strand 3: Writing Applications (Grade 4) Concept 2: Expository</p> <p>PO 1. Record information (e.g., observations, notes, lists, charts, map labels, and legends) related to the topic.</p> <p>Strand 3: Writing Applications (Grade 4) Concept 3: Functional</p> <p>PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables).</p> <p>Strand 3: Writing Applications (Grade 4) Concept 4: Persuasive</p> <p>PO 1. Write persuasive text (e.g., advertisements, paragraph) that attempts to influence the reader.</p>
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<p>ELL III</p> <p>Writing Applications</p> <p>(continued)</p>	<p>Advanced</p> <p><u>Narrative</u></p> <ol style="list-style-type: none"> 1. Write simple poetry using various techniques, including some use of figurative language. 2. Write a narrative based on imagined or real events that includes characters, setting, and sensory details, and logical sequencing to develop the plot. <p><u>Expository</u></p> <ol style="list-style-type: none"> 3. Write expository essays and informational reports, based on research, that frame a key question about an issue and include facts and details that illuminate the main ideas. 	<p>Strand 3: Writing Applications (Grade 5) Concept 1: Expressive</p> <p>PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that may employ:</p> <ol style="list-style-type: none"> a. figurative language, b. rhythm, c. dialogue, d. characterization, e. a plot,and f. appropriate format. <p>PO 1. Write a narrative based on imagined or real events, observations, or memories that includes:</p> <ol style="list-style-type: none"> a. characters, b. setting, c. plot, d. sensory details, e. clear language, and f. logical sequence of events. <p>Strand 3: Writing Applications (Grade 5) Concept 2: Expository</p> <p>PO 2. Write an expository paragraph that contains:</p> <ol style="list-style-type: none"> a. a topic sentence, b. supporting details, and c. relevant information. <p>PO 3. Write in a variety of expository forms (e.g., summary, newspaper article, reflective paper, log, journal).</p> <p>Strand 3: Writing Applications (Grade 5) Concept 6: Research</p> <p>PO 3. Write an informational report that includes main ideas and relevant details.</p>
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<p>ELL III</p> <p>Writing Applications</p> <p>(continued)</p>	<p>Advanced cont.</p> <p>4. Write a book report that reflects on the main idea, characters, events, setting, and plot.</p> <p>5. Accurately record reflections, questions, speculations, decisions, and conclusions structured around a controlling idea (e.g., <i>What insights did I gain after reading today's reading? How can I use what I have learned in my everyday life?</i>). (s) (m)</p> <p>Functional</p> <p>6. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables) that address audience, stated purpose, and context.</p> <p>Persuasive</p> <p>7. Write persuasive text that states a clear position in support of a proposition and includes relevant evidence.</p>	<p>Strand 3: Writing Applications (Grade 5) Concept 5: Literary Response</p> <p>PO 1. Write a reflection to a literature selection (e.g., journal entry, book review).</p> <p>PO 2. Write a book report or review that identifies the:</p> <ol style="list-style-type: none"> main idea, character(s), setting, sequence of events, and conflict/resolution. <p>Strand 3: Writing Applications (Grade 5) Concept 6: Research</p> <p>PO 1. Paraphrase information from a variety of sources (e.g., Internet, reference materials).</p> <p>PO 2. Organize notes in a meaningful sequence.</p> <p>Strand 3: Writing Applications (Grade 5) Concept 2: Expository</p> <p>PO 1. Record information (e.g., observations, notes, lists, charts, map labels, and legends) related to the topic.</p> <p>Strand 3: Writing Applications (Grade 5) Concept 3: Functional</p> <p>PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables).</p> <p>Strand 3: Writing Applications (Grade 5) Concept 4: Persuasive</p> <p>PO 1. Write persuasive text (e.g., advertisements, paragraph) that attempts to influence the reader.</p>
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Standard English Conventions	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will identify and apply conventions of standard English in his or her communications.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Identify and use correct <i>spelling</i>, including high frequency words; word families; simple CVC, CCVC, and CVCC words; r-controlled words, diphthong, and consonant digraphs; regular plurals; affixes; and common homonyms. 2. Identify and use, with some errors, <i>capitalization</i>, including the pronoun “I,” sentence beginnings, and proper nouns. 3. Identify and use, with some errors, <i>punctuation</i>, including endings of sentences, colon to punctuate time, and commas in dates and closings of letters. 4. Identify and use, with few errors, <i>verb tenses</i>, including present, past, and future tenses. 5. Identify and use, with some errors, basic <i>subject-verb agreement</i> in simple sentences. 	<p>Strand 2: Writing Elements (Grade 2) Concept 6: Conventions</p> <p>PO 4. Spell high frequency words correctly. PO 7. Use common spelling patterns/generalizations including:</p> <ol style="list-style-type: none"> a. word families, b. simple CVC words, c. regular plurals, d. simple prefixes, and e. simple suffixes. <p>PO 1. Use capital letters for:</p> <ol style="list-style-type: none"> a. the pronoun I, b. the beginning of a sentence, and c. proper nouns (i.e., names, days, months). <p>PO 2. Punctuate endings of sentences using:</p> <ol style="list-style-type: none"> a. periods, b. question marks, and c. exclamation points. <p>PO 3. Use commas to punctuate:</p> <ol style="list-style-type: none"> a. items in a series, b. greetings and closings of letters, and c. dates. <p>PO 4. Use a colon to punctuate time.</p> <p>(no correlation)</p> <p>Strand 2: Writing Elements (Grade 1) Concept 6: Conventions</p> <p>PO 8. Use subject-verb agreement in simple sentences.</p>

<p>ELL III</p> <p>Standard English Conventions</p> <p>(continued)</p>	<p>Beginning cont.</p> <p>6. Identify and use, with some errors, nouns, verbs, and adjectives in simple sentences.</p> <p>7. Write complete sentences.</p>	<p>Strand 2: Writing Elements (Grade1) Concept 6: Conventions</p> <p>PO 9. Use the following parts of speech correctly in simple sentences:</p> <p>a. nouns, and b. action verbs.</p> <p>Strand 2: Writing Elements (Grade 1) Concept 5: Sentence Fluency</p> <p>PO 1. Write simple sentences.</p>
	<p>Early Intermediate</p> <p>1. Recognize and use correct <i>spelling</i>, including high frequency words, word families, simple CVC words, regular plurals, and simple prefixes and suffixes.</p> <p>2. Identify and use, with few errors, <i>capitalization</i>, including the pronoun “I,” sentence beginnings, and proper nouns.</p>	<p>Strand 2: Writing Elements (Grade 2) Concept 6: Conventions</p> <p>PO 6. Spell high frequency words correctly. PO 7. Use common spelling patterns, including:</p> <p>a. word families, b. simple CVC words, c. regular plurals, d. simple prefixes, and e. simple suffixes.</p> <p>Strand 2: Writing Elements (Grade 2) Concept 6: Conventions</p> <p>PO 1. Use capital letters for:</p> <p>a. the pronoun I, b. the beginning of a sentence, and c. proper nouns (i.e., names, days, months).</p>

<p>ELL III</p> <p>Standard English Conventions</p> <p>(continued)</p>	<p>Early Intermediate cont.</p> <p>3. Identify and use, with some errors, <i>punctuation</i>, including endings of sentences; colon to punctuate time; commas to punctuate items in a series, greetings, closings of letters, and dates; and apostrophes to punctuate contractions.</p> <p>4. Identify and use, with some errors, <i>verb tenses</i>, including present and present progressive, past and past progressive, future, imperatives, and modal auxiliaries.</p> <p>5. Identify and use consistently, with few errors, basic <i>subject-verb agreement</i> in simple sentences.</p> <p>6. Identify and use, with few errors, nouns, verbs, and adjectives in simple sentences.</p> <p>7. Write complete sentences and identify differences between complete and incomplete sentences.</p>	<p>Strand 2: Writing Elements (Grade 3) Concept 6: Conventions</p> <p>PO 2. Punctuate endings of sentences using:</p> <ol style="list-style-type: none"> periods, question marks, and exclamation points. <p>PO 3. Use commas to punctuate:</p> <ol style="list-style-type: none"> items in a series, greetings and closings of letters, and dates. <p>PO 5. Use a colon to punctuate time.</p> <p>PO 6. Use apostrophes to punctuate:</p> <ol style="list-style-type: none"> contractions, and singular possessive. <p>(no correlation)</p> <p>Strand 2: Writing Elements (Grade 2) Concept 6: Conventions</p> <p>PO 11. Use subject-verb agreement in simple sentences.</p> <p>Strand 2: Writing Elements (Grade 2) Concept 6: Conventions</p> <p>PO 10. Use the following parts of speech correctly in simple sentences:</p> <ol style="list-style-type: none"> nouns, action verbs, personal pronouns, and adjectives. <p>(no correlation)</p>
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<p>ELL III</p> <p>Standard English Conventions</p> <p>(continued)</p>	<p>Intermediate</p> <ol style="list-style-type: none"> 1. Identify and use correct <i>spelling</i>, including high frequency words; word families; simple CVC, CCVC, and CVCC words; r-controlled words, diphthong, and consonant digraphs; regular plurals; affixes; and common homonyms. 2. Identify and use, with some errors, <i>capitalization</i>, including proper nouns (names, days, months), titles (including book titles), and abbreviations. 3. Identify and use, with some errors, <i>punctuation</i>, including sentence endings; commas to punctuate items in a series, greetings and closings of letters, and dates; quotation marks for dialogue; colons to punctuate time; and apostrophes to punctuate contractions and singular possessive. 4. Identify and use, with few errors, <i>verb tenses</i>, including present and present progressive, past and past progressive, future, imperatives, and modal auxiliaries. 	<p>Strand 2: Writing Elements (Grade 3)</p> <p>Concept 6: Conventions</p> <p>PO 7. Spell high frequency words correctly.</p> <p>PO 8. Use common spelling patterns/generalizations to spell words correctly, including:</p> <ol style="list-style-type: none"> a. word families, b. regular plurals, c. r-controlled, d. diphthong, e. consonant digraphs, f. CVC words, g. CCVC, h. CVCC, and i. affixes. <p>PO 9. Spell simple homonyms correctly in context.</p> <p>PO 1. Use capital letters for:</p> <ol style="list-style-type: none"> a. proper nouns (i.e., names, days, months); b. titles, c. names of places, d. abbreviations, and e. literary titles (i.e., book, story, poem). <p>PO 2. Punctuate endings of sentences using:</p> <ol style="list-style-type: none"> a. periods, b. question marks, and c. exclamation points. <p>PO 3. Use commas to punctuate:</p> <ol style="list-style-type: none"> a. items in a series, b. greetings and closings of letters, c. dates; and d. introductory words. <p>PO 4. Use quotation marks to punctuate:</p> <ol style="list-style-type: none"> a. dialogue, although may be inconsistent or experimental, and b. titles. <p>PO 5. Use a colon to punctuate time.</p> <p>PO 6. Use apostrophes to punctuate:</p> <ol style="list-style-type: none"> a. contractions, and b. singular possessive. <p>(no correlation)</p>
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<p>ELL III</p> <p>Standard English Conventions</p> <p>(continued)</p>	<p>Intermediate cont.</p> <p>5. Identify and use, with few errors, basic <i>subject-verb agreement</i> in simple sentences and, with several errors, in compound sentences.</p> <p>6. Identify and use, with some errors, nouns, verbs, personal pronouns (subjective, objective, and possessive), and adjectives (comparative and superlative forms) in simple sentences.</p> <p>7. Write complete sentences and make corrections to incomplete sentences.</p>	<p>PO 12. Use subject-verb agreement in simple sentences.</p> <p>PO 11. Use the following parts of speech correctly in simple sentences:</p> <p>a. nouns; b. action verbs; c. personal pronouns; and d. adjectives.</p> <p>(no correlation)</p>
	<p>Early Advanced</p> <p>1. Identify and use correct <i>spelling</i>, including high frequency words; word families; CVC, CCVC, and CVCC words; r-controlled words, diphthong, and vowel digraphs; irregular plurals; affixes; and homonyms.</p> <p>2. Identify and use, with few errors, <i>capitalization</i>, including proper nouns (names, place names, dates, holidays, languages), titles (including book and poem titles), and abbreviations.</p>	<p>Strand 2: Writing Elements (Grade 4) Concept 6: Conventions</p> <p>PO 7. Spell high frequency words correctly.</p> <p>PO 8. Use common spelling patterns/generalizations to spell words correctly, including:</p> <p>a. r-controlled, b. diphthong, c. vowel digraphs, d. CVC words, e. CCVC, f. CVCC, g. silent e, h. irregular plurals, and i. affixes.</p> <p>PO 9. Spell simple homonyms correctly in context.</p> <p>PO 1. Use capital letters for:</p> <p>a. proper nouns (i.e., names, days, months), b. titles, c. names of places, d. abbreviations, and e. literary titles (i.e., book, story, poem).</p>

<p>ELL III</p> <p>Standard English Conventions</p> <p>(continued)</p>	<p>Early Advanced cont.</p> <p>3. Identify and use, with few errors, <i>punctuation</i>, including sentence endings; commas to punctuate items in a series, greetings and closings of letters, dates, and introductory words; quotation marks for dialogue and titles; colons to punctuate time; and apostrophes to punctuate contractions and singular possessives.</p> <p>4. Identify and use, with some errors, <i>verb tenses</i>, including irregular past, present perfect, present perfect progressive, present real conditional, and habitual past.</p> <p>5. Identify and use, with few errors, <i>subject-verb agreement</i> in simple sentences and, with some errors, in compound sentences.</p> <p>6. Identify and use, with few errors, nouns, verbs, personal pronouns, adjectives, and conjunctions in simple sentences.</p> <p>7. Identify differences between colloquial and more formal language.</p>	<p>PO 2. Punctuate endings of sentences using:</p> <ol style="list-style-type: none"> periods, question marks, and exclamation points. <p>PO 3. Use commas to punctuate:</p> <ol style="list-style-type: none"> items in a series, greetings and closings of letters, dates, and introductory words. <p>PO 4. Use quotation marks to punctuate</p> <ol style="list-style-type: none"> simple dialogue, and titles. <p>PO 5. Use a colon to punctuate time.</p> <p>PO 6. Use apostrophes to punctuate:</p> <ol style="list-style-type: none"> contractions, and singular possessive. <p>(no correlation)</p> <p>PO 13. Use subject-verb agreement in simple and compound sentences.</p> <p>PO 12. Use the following parts of speech correctly in simple sentences:</p> <ol style="list-style-type: none"> nouns, action verbs, personal pronouns, adjectives, and conjunctions. <p>(no correlation)</p>
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<p>ELL III</p> <p>Standard English Conventions</p>	<p>Advanced</p> <ol style="list-style-type: none"> 1. Identify and use correct <i>spelling</i>, including high frequency words, and silent e, i before e, words ending in –y, and doubling final consonant. 2. Identify and use, with few errors, <i>capitalization</i>, including proper nouns (names, dates, holidays, languages, historical events, organizations), titles, (including literary titles), abbreviations, and words used as names (Mother, Uncle Jim). 3. Identify and use, with few errors, <i>punctuation</i>, including sentence endings; commas to punctuate items in a series, greetings and closings of letters, dates, introductory words, dialogue and direct address; quotation marks for dialogue and titles; colons to punctuate time and business letter salutations; and apostrophes to punctuate contractions and singular possessives. 	<p>Strand 2: Writing Elements (Grade 5)</p> <p>Concept 6: Conventions</p> <p>PO 7. Spell high frequency words correctly.</p> <p>PO 8. Use common spelling patterns/generalizations to spell words correctly, including:</p> <ol style="list-style-type: none"> a. irregular plurals, b. silent e, c. i before e, d. words ending in –y, and e. doubling final consonant. <p>PO 9. Spell homonyms correctly in context.</p> <p>PO 1. Use capital letters correctly for:</p> <ol style="list-style-type: none"> a. proper nouns, <ul style="list-style-type: none"> • place names • holidays • languages • historical events • organizations b. literary titles (i.e., book, story, poem, play, song), c. titles, d. abbreviations, and e. words used as names (e.g., Mother, Uncle Jim). <p>PO 2. Punctuate endings of sentences using:</p> <ol style="list-style-type: none"> a. periods, b. question marks, and c. exclamation points. <p>PO 3. Use commas to punctuate:</p> <ol style="list-style-type: none"> a. items in a series, b. greetings and closings of letters, c. dates, d. introductory words, e. dialogue, and f. direct address. <p>PO 4. Use quotation marks to punctuate:</p> <ol style="list-style-type: none"> a. simple dialogue, and b. titles. <p>PO 5. Use colons to punctuate:</p> <ol style="list-style-type: none"> a. time, and b. business letter salutations. <p>PO 6. Use apostrophes to punctuate:</p> <ol style="list-style-type: none"> a. contractions, and b. singular possessive.
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<p>ELL III</p> <p>Standard English Conventions</p>	<p>Advanced cont.</p> <ol style="list-style-type: none"> 4. Identify and use, with few errors, <i>verb tenses</i>, including irregular past, present perfect, present perfect progressive, present real conditional, and habitual past. 5. Identify and use, with few errors, <i>subject-verb agreement</i> in simple and compound sentences. 6. Identify and use, with few errors, nouns, verbs, personal pronouns, adjectives, conjunctions, and adverbs in simple sentences. 7. Move between colloquial and more formal language with some ease. 	<p>(no correlation)</p> <p>PO 13. Use subject-verb agreement in simple and compound sentences.</p> <p>PO 12. Use the following parts of speech correctly in simple sentences:</p> <ol style="list-style-type: none"> a. nouns, b. action verbs, c. personal pronouns, d. conjunctions; and e. adverbs. <p>(no correlation)</p>
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Writing Process	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>Students use the steps of the writing process as a writing piece moves toward completion.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Generate ideas through prewriting activities (e.g., brainstorming, webbing, drawing, writer’s notebook, group discussion). 2. Discuss the purpose for a writing piece and who the intended audience of writing piece will be. 3. Use a prewriting plan to develop a draft with main idea(s). 4. Reread original draft for clarity and add additional details for audience understanding and to more effectively accomplish the purpose. 	<p>Strand 1: Writing Process (Grade 1) Concept 1: Prewriting</p> <p>PO 1. Generate ideas through prewriting activities (e.g., brainstorming, webbing, drawing, writer’s notebook, group discussion).</p> <p>PO 4. Discuss the purpose for a writing piece. PO 5. Discuss who the intended audience of a writing piece will be.</p> <p>Strand 1: Writing Process (Grade 2) Concept 2: Drafting</p> <p>PO 1. Write a draft with supporting details.</p> <p>Strand 1: Writing Process (Grade 1) Concept 3: Revising</p> <p>PO 1. Reread original draft for clarity. PO 2. Add additional details with prompting.</p>

<p style="text-align: center;">ELL III</p> <p>Writing Process (continued)</p>	<p>Early Intermediate</p> <ol style="list-style-type: none"> 1. Generate and organize ideas using simple webs, maps, or lists. 2. Determine the purpose (e.g., to entertain, to inform, to communicate) of a writing piece. 3. Use a prewriting plan to develop a draft with focused main idea(s). 4. Evaluate the draft for clarity with the assistance of a peer, checklist, or rubric, and add details to the draft to more effectively address audience and purpose. 	<p>Strand 1: Writing Process (Grade 2) Concept 1: Prewriting</p> <p>PO 1. Generate ideas through prewriting activities (e.g., brainstorming, webbing, drawing, writer's notebook, group discussion).</p> <p>PO 4. Maintain a record (e.g., lists, pictures, journals, folders, notebooks) of writing ideas.</p> <p>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate) of a writing piece.</p> <p>Strand 1: Writing Process (Grade 2) Concept 2: Drafting</p> <p>PO 1. Write a draft with supporting details.</p> <p>Strand 1: Writing Process (Grade 2) Concept 3: Revising</p> <p>PO 1. Reread original draft for clarity.</p> <p>PO 2. Add additional relevant details for audience understanding.</p> <p>Strand 1: Writing Process (Grade 3) Concept 3: Revising</p> <p>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.</p> <p>PO 2. Add details to the draft to more effectively accomplish the purpose.</p>
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<p style="text-align: center;">ELL III</p> <p>Writing Process (continued)</p>	<p>Intermediate</p> <ol style="list-style-type: none"> 1. Generate ideas and maintain a record (e.g., list, picture, journal, folder, notebook) of writing ideas. 2. Determine the purpose (e.g., to entertain, to inform, to communicate), and the intended audience of a writing piece. 3. Use a prewriting plan to develop a draft with main ideas, including a few organizational strategies (e.g., graphic organizer) to plan writing. 4. Apply appropriate tools (resources and reference materials) or strategies (e.g., peer review, rubrics) to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft. 	<p>Strand 1: Writing Process (Grade 3) Concept 1: Prewriting</p> <p>PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizers, drawing, writer’s notebook, group discussion, printed material). PO 5. Maintain a record (e.g., lists, pictures, journals, folders, notebooks) of writing ideas.</p> <p>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate) of a writing piece. PO 3. Determine the intended audience of a writing piece.</p> <p>Strand 1: Writing Process (Grade 3) Concept 1: Prewriting</p> <p>PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizers, drawing, writer’s notebook, group discussion, printed material). PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, logs) to plan writing.</p> <p>Strand 1: Writing Process (Grade 3) Concept 2: Drafting</p> <p>PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.</p> <p>Strand 1: Writing Process (Grade 3) Concept 3: Revising</p> <p>PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft. PO 5. Modify word choice appropriate to the application in order to enhance the writing. PO 6. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft. PO 7. Use resources and reference materials to select more precise vocabulary.</p> <p>Strand 1: Writing Process (Grade 3) Concept 4: Editing</p> <p>PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions. PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.</p>
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<p>ELL III</p> <p>Writing Process</p> <p>(continued)</p>	<p>Intermediate cont.</p> <p>5. Review drafts for errors in conventions, with prompting.</p> <p>6. Often prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</p>	<p>PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.</p> <p>Strand 1: Writing Process (Grade 3)</p> <p>Concept 5: Publishing</p> <p>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</p>
	<p>Early Advanced</p> <p>1. Generate and organize ideas for writing.</p> <p>2. Determine the purpose and the intended audience, and organize writing to reflect the audience and intended purpose.</p> <p>3. Use a prewriting plan to develop a draft with main ideas, including some organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.</p>	<p>Strand 1: Writing Process (Grade 4)</p> <p>Concept 1: Prewriting</p> <p>PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizers, drawing, writer's notebook, group discussion, printed material).</p> <p>PO 5. Maintain a record (e.g., lists, pictures, journals, folders, notebooks) of writing ideas.</p> <p>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate) of a writing piece.</p> <p>PO 3. Determine the intended audience of a writing piece.</p> <p>Strand 1: Writing Process (Grade 4)</p> <p>Concept 1: Prewriting</p> <p>PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.</p> <p>Strand 1: Writing Process (Grade 4)</p> <p>Concept 2: Drafting</p> <p>PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.</p>

<p style="text-align: center;">ELL III</p> <p>Writing Process (continued)</p>	<p>Early Advanced cont.</p> <p>4. Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft.</p> <p>5. Review drafts for errors in conventions without prompting.</p> <p>6. Consistently prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</p> <p>7. Know and understand time management strategies, when appropriate, to produce a writing product within a set time period.</p>	<p>Strand 1: Writing Process (Grade 4) Concept 3: Revising</p> <p>PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.</p> <p>PO 5. Modify word choice appropriate to the application in order to enhance the writing.</p> <p>PO 6. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</p> <p>PO 7. Use resources and reference materials to select more precise vocabulary.</p> <p>Strand 1: Writing Process (Grade 4) Concept 4: Editing</p> <p>PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.</p> <p>PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.</p> <p>PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.</p> <p>Strand 1: Writing Process (Grade 4) Concept 5: Publishing</p> <p>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</p> <p>Strand 1: Writing Process (Grade 4) Concept 1: Prewriting</p> <p>PO 6. Use time management strategies, when appropriate, to produce a writing product within a set time period.</p>
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<p style="text-align: center;">ELL III</p> <p>Writing Process (continued)</p>	<p>Advanced</p> <ol style="list-style-type: none"> 1. Generate and organize ideas for writing. 2. Determine the purpose and the intended audience, and organize writing to reflect the audience and purpose closely. 3. Use a prewriting plan to develop a draft with main ideas, including many organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing. 4. Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft. 5. Review drafts for errors in conventions. 	<p>Strand 1: Writing Process (Grade 5) Concept 1: Prewriting</p> <p>PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizers, drawing, writer’s notebook, group discussion, printed material). PO 5. Maintain a record (e.g., lists, pictures, journals, folders, notebooks) of writing ideas.</p> <p>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate) of a writing piece. PO 3. Determine the intended audience of a writing piece.</p> <p>Strand 1: Writing Process (Grade 5) Concept 1: Prewriting</p> <p>PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.</p> <p>Strand 1: Writing Process (Grade 5) Concept 2: Drafting</p> <p>PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.</p> <p>Strand 1: Writing Process (Grade 5) Concept 3: Revising</p> <p>PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft. PO 5. Modify word choice appropriate to the application in order to enhance the writing. PO 6. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft. PO 7. Use resources and reference materials to select more precise vocabulary.</p> <p>Strand 1: Writing Process (Grade 5) Concept 4: Editing</p> <p>PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions. PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.</p> <p>PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.</p>
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<p>ELL III</p> <p>Writing Process</p> <p>(continued)</p>	<p>Advanced cont.</p> <p>6. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</p> <p>7. Use time-management strategies, when appropriate, to produce a writing product within a set time period.</p>	<p>Strand 1: Writing Process (Grade 5)</p> <p>Concept 5: Publishing</p> <p>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</p> <p>Strand 1: Writing Process (Grade 5)</p> <p>Concept 1: Prewriting</p> <p>PO 6. Use time management strategies, when appropriate, to produce a writing product within a set time period.</p>
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Writing Elements	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will integrate elements of effective writing to develop engaging and focused text.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Use the writing process to produce text in various genres (defined in the previous section) that includes (s) (ss) <ol style="list-style-type: none"> a. topics and <i>ideas</i> that are broad and simplistic; b. marginally recognizable <i>organization</i> that shows a sense of beginning; c. a <i>voice</i> that shows some awareness of audience through word choice and style; d. <i>word choices</i> that are nonspecific and limited so at times it is hard to understand what the writer is trying to say; and e. little variation in sentence types and a significant number of awkward or rambling constructions. 	<p>Strand 2: Writing Components (Grade 1) Concept 1: Ideas and Content</p> <p>PO 1. Write stand-alone text that expresses a clear message.</p> <p>Strand 2: Writing Components (Grade 1) Concept 2: Organization</p> <p>PO 1. Demonstrate sequencing or patterning in written text or storyboards.</p> <p>PO 2. Show a sense of beginning (e.g., <i>This is a story of...</i>, <i>One day...</i>, <i>My favorite food...</i>).</p> <p>PO 3. Write multiple sentences in an order that supports a main idea or story.</p> <p>Strand 2: Writing Components (Grade 1) Concept 4: Word Choice</p> <p>PO 1. Select words that convey a clear, general meaning.</p> <p>PO 2. Use a variety of words, even if not spelled correctly, to convey the intended message.</p> <p>PO 3. Use expressive or descriptive phrases and short sentences, beyond one- or two-word labels.</p>

<p style="text-align: center;">ELL III</p> <p>Writing Elements (continued)</p>	<p>Early Intermediate</p> <p>2. Use the writing process to produce text a single paragraph long in various genres (defined in the previous section) that includes (s) (ss)</p> <ol style="list-style-type: none"> a. identifiable <i>main ideas</i>, although not defined meaningfully; b. recognizable <i>organization</i> with beginning and concluding statements and words that signal sequence, although ideas not always sequenced meaningfully; c. a <i>voice</i> that shows some awareness of audience through word choice and style and is somewhat expressive and individualistic; d. <i>word choices</i> and descriptive phrases that are accurate, yet lack variety; and e. satisfactory control over simple <i>sentence structures</i>. 	<p>Strand 2: Writing Components (Grade 2) Concept 1: Ideas and Content</p> <p>PO 1. Write stand-alone text that expresses a clear message.</p> <p>PO 2. Incorporate relevant details that give the text interest.</p> <p>Strand 2: Writing Components (Grade 2) Concept 2: Organization</p> <p>PO 1. Organize content in a selected format (e.g., friendly letter, narrative, expository text).</p> <p>PO 2. Use beginning and concluding statements (other than simply “The End”) in text.</p> <p>PO 3. Use signal words (e.g., first, second, third; 1, 2, 3) to indicate the order of events or ideas.</p> <p>PO 4. Use transitional words and phrases (e.g., next, then, so, but, while, after that, because) to connect ideas.</p> <p>Strand 2: Writing Components (Grade 2) Concept 3: Voice</p> <p>PO 1. Show awareness of the audience through word choice and style.</p> <p>PO 2. Write text that is expressive, individualistic, engaging, and lively.</p> <p>Strand 2: Writing Components (Grade 2) Concept 4: Word Choice</p> <p>PO 1. Select words that convey the intended meaning and create a picture in the reader’s mind.</p> <p>Strand 2: Writing Components (Grade 2) Concept 5: Fluency</p> <p>PO 1. Write simple sentences.</p> <p>PO 3. Use a variety of sentence beginnings and lengths.</p>
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<p style="text-align: center;">ELL III</p> <p>Writing Elements (continued)</p>	<p>Intermediate</p> <ol style="list-style-type: none"> 1. Use the writing process to produce text up to two paragraphs long in various genres (defined in the previous section) that includes (s) (ss) <ol style="list-style-type: none"> a. identifiable <i>main ideas</i> that are clear and related to the topic, and uses relevant detail suited to audience and purpose; b. a simple <i>organization</i> that uses beginning and concluding statements with some relationship among ideas present, transitional or signal words, and appropriately placed details; c. a <i>voice</i> that shows a developing awareness of audience and conveys a sense of originality and sincerity; d. varied <i>word choices</i> that are specific, accurate, and more expressive; and e. good control over simple <i>sentence structures</i> with a variety of sentence beginnings and lengths that enhance the flow or writing, with occasional attempts at more complex structures. 	<p>Strand 2: Writing Components (Grade 3) Concept 1: Ideas and Content</p> <p>PO 1. Express ideas that are clear and directly related to the topic. PO 2. Provide content and selected details that are well-suited to audience and purpose. PO 3. Use relevant details to provide adequate support for the ideas.</p> <p>Strand 2: Writing Components (Grade 3) Concept 2: Organization</p> <p>PO 1. Organize content in a selected format. (e.g., friendly letter, narrative, expository text). PO 2. Create a beginning that captures the reader's interest. PO 3. Place details appropriately to support the main idea. PO 4. Use transitional words and phrases (e.g., next, then, so, but, while, after that, because) to connect ideas. PO 5. Create an ending that provides a sense of resolution or closure. PO 6. Construct a paragraph that groups sentences around a topic.</p> <p>Strand 2: Writing Components (Grade 3) Concept 3: Voice</p> <p>PO 1. Show awareness of the audience through word choice and style. PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.</p> <p>Strand 2: Writing Components (Grade 3) Concept 4: Word Choice</p> <p>PO 1. Use a variety of specific and accurate words that effectively convey the intended message. PO 2. Use descriptive words and phrases that energize the writing. PO 3. Apply vocabulary and/or terminology appropriate to the type of writing.</p> <p>Strand 2: Writing Components (Grade 3) Concept 5: Fluency</p> <p>PO 1. Write simple and compound sentences. PO 2. Write sentences that flow together and sound natural when read aloud. PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.</p>
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<p style="text-align: center;">ELL III</p> <p>Writing Elements (continued)</p>	<p>Early Advanced</p> <ol style="list-style-type: none"> 1. Use the writing process to produce text up to three paragraphs long in various genres (defined in the previous section) that includes (s) (ss) <ol style="list-style-type: none"> a. <i>main ideas</i> that are clear, contain relevant and adequate supporting details, and are well-suited to audience and purpose; b. an <i>organization</i> that creates a beginning that captures the readers interest, and an ending that provides a sense of resolution, places details appropriately, and creates smooth transitions between ideas; c. a <i>voice</i> that conveys originality, sincerity and liveliness as well as awareness of audience and purpose; d. accurate and specific <i>word choices</i> and phrases appropriate to topic and audience, with some experimental use of figurative language that energizes writing; and e. variety in <i>sentence</i> beginnings, lengths, and structures to enhance the flow of the writing, with limited control of compound sentences. 	<p>Strand 2: Writing Components (Grade 4) Concept 1: Ideas and Content</p> <p>PO 1. Express ideas that are clear and directly related to the topic. PO 2. Provide content and selected details that are well-suited to audience and purpose. PO 3. Use relevant details to provide adequate support for the ideas.</p> <p>Strand 2: Writing Components (Grade 4) Concept 2: Organization</p> <p>PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, lines of poetry). (See Strand 3) PO 2. Create a beginning that captures the reader's interest. PO 3. Place details appropriately to support the main idea. PO 4. Use a variety of transitional words that creates smooth connections between ideas. PO 5. Create an ending that provides a sense of resolution or closure. PO 6. Construct a paragraph that groups sentences around a topic.</p> <p>Strand 2: Writing Components (Grade 4) Concept 3: Voice</p> <p>PO 1. Show awareness of the audience through word choice and style. PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.</p> <p>Strand 2: Writing Components (Grade 4) Concept 4: Word Choice</p> <p>PO 1. Use a variety of specific and accurate words that effectively convey the intended message. PO 2. Use descriptive words and phrases that energize the writing. PO 3. Apply vocabulary and/or terminology appropriate to the type of writing. PO 4. Use literal and figurative language in a variety of ways (e.g., imitating, creating new words, rhyming), although may be inconsistent or experimental.</p> <p>Strand 2: Writing Components (Grade 4) Concept 5: Fluency</p> <p>PO 1. Write simple and compound sentences. PO 2. Write sentences that flow together and sound natural when read aloud. PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.</p>
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<p style="text-align: center;">ELL III</p> <p>Writing Elements (continued)</p>	<p>Advanced</p> <ol style="list-style-type: none"> 1. Use the writing process to produce text up to three paragraphs long in various genres (defined in the previous section) that includes (s) (ss) <ol style="list-style-type: none"> a. <i>main ideas</i> that are clear, contain relevant and adequate supporting details, and are well-suited to audience and purpose; b. an <i>organization</i> that enhances the central ideas with a logical sequence, constructs paragraphs that group sentences around a topic, places details appropriately, and creates smooth and effective transitions between ideas; c. an individual, engaging <i>voice</i> that uses language appropriate to audience, purpose, and topic; d. varied, descriptive <i>word choices</i> and phrases that convey the intended meaning, energize the writing, and use figurative language where appropriate to purpose; and e. variety in <i>sentence</i> length, structure, and complexity, including simple and compound sentences that flow together and sound natural when read aloud. 	<p>Strand 2: Writing Components (Grade 5) Concept 1: Ideas and Content</p> <p>PO 1. Express ideas that are clear and directly related to the topic. PO 2. Provide content and selected details that are well-suited to audience and purpose. PO 3. Use relevant details to provide adequate support for the ideas.</p> <p>Strand 2: Writing Components (Grade 5) Concept 2: Organization</p> <p>PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, lines of poetry). PO 3. Place details appropriately to support the main idea. PO 4. Use a variety of words or phrases that creates smooth and effective transitions. PO 6. Construct a paragraph that groups sentences around a topic.</p> <p>Strand 2: Writing Components (Grade 5) Concept 3: Voice</p> <p>PO 1. Show awareness of the audience through word choice and style. PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and mode. PO 3. Use language appropriate for topic and purpose.</p> <p>Strand 2: Writing Components (Grade 5) Concept 4: Word Choice</p> <p>PO 1. Use a variety of specific and accurate words that effectively convey the intended message. PO 2. Use descriptive words and phrases that energize the writing. PO 3. Apply vocabulary and/or terminology appropriate to the type of writing. PO 4. Use literal and figurative language where appropriate to purpose.</p> <p>Strand 2: Writing Components (Grade 5) Concept 5: Fluency</p> <p>PO 1. Write simple and compound sentences. PO 2. Write sentences that flow together and sound natural when read aloud. PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.</p>
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Research	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Consult print and multimedia resources (e.g., photographs, Internet, interviews) when needed to complete a class project. (s) (ss) 	<p>Reading Strand 3: Comprehending Informational Text (Grades 2 and 3) Concept 1: Expository Text</p> <p>Progression to PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, glossary, indices) in expository text. <u>(Connected to Research Strand in Writing)</u></p> <p>PO 4. Identify a variety of sources (e.g., trade books, encyclopedias, magazines, electronic sources, textbooks) that may be used to answer specific questions and/or gather information. <u>(Connected to Research Strand in Writing)</u></p> <p>PO 5. Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text. <u>(Connected to Research Strand in Writing)</u></p> <p>Writing Strand 3: Writing Applications (Grade 1) Concept 6: Research</p> <p>PO 1. Write a simple report with a title and three facts, using informational sources.</p>
	<p>Early Intermediate</p> <ol style="list-style-type: none"> 1. Accurately record observations and data from guided investigations in a field journal in his or her own words. (s) (ss) 2. Organize notes in a meaningful sequence. (s) (ss) 	<p>Strand 1: Writing Process (Grade 2) Concept 1: Prewriting</p> <p>PO 4. Maintain a record (e.g., lists, pictures, journals, folders, notebooks) of writing ideas.</p> <p>Strand 3: Writing Applications (Grade 3) Concept 6: Research</p> <p>PO 2. Organize notes in a meaningful sequence.</p>

<p>ELL III</p> <p>Research</p> <p>(continued)</p>	<p>Intermediate</p> <ol style="list-style-type: none"> 1. Locate information from various resources (e.g., video tapes, magazines, experts, informational books, reference materials, interviews, guest speakers, Internet). (s) (ss) 2. Record observations and other data, and reword information into simple sentences arranged sequentially. (s) (ss) 	<p>Reading Strand 3: Comprehending Informational Text (Grade 3)</p> <p>Concept 1: Expository Text</p> <p>PO 4. Identify a variety of sources (e.g., trade books, encyclopedias, magazines, electronic sources, textbooks) that may be used to answer specific questions and/or gather information. <u>(Connected to Research Strand in Writing)</u></p> <p>Strand 3: Writing Applications (Grade 3)</p> <p>Concept 6: Research</p> <p>PO 1. Paraphrase information from at least one source (e.g., Internet, reference materials).</p> <p>PO 2. Organize notes in a meaningful sequence.</p> <p>Strand 3: Writing Applications (Grade 3)</p> <p>Concept 2: Expository</p> <p>PO1. Record information (e.g., observations, notes, lists, charts, map labels, and legends) related to the topic.</p> <p>PO 2. Write an expository paragraph that contains:</p> <ol style="list-style-type: none"> a. a topic sentence, b. supporting details, and c. relevant information. <p>Strand 3: Writing Applications (Grade 3)</p> <p>Concept 6: Research</p> <p>PO 1. Paraphrase information from at least one source (e.g., Internet, reference materials).</p> <p>PO 2. Organize notes in a meaningful sequence.</p>
	<p>Early Advanced</p> <ol style="list-style-type: none"> 1. Locate and record relevant information (e.g., notes, graphs, tables) from a variety of research materials, using own sentences arranged logically. (s) (ss) 	<p>Reading Strand 3: Reading Process (Grade 4)</p> <p>Concept 1: Expository Text</p> <p>PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. <u>(Connected to Research Strand in Writing)</u></p> <p>Strand 3: Writing Applications (Grade 4)</p> <p>Concept 6: Research</p> <p>PO 1. Paraphrase information from a variety of sources (e.g., Internet, reference materials).</p> <p>PO 2. Organize notes in a meaningful sequence.</p>

ELL III Research (continued)	Early Advanced cont. 2. Record questions for further inquiry based on the conclusions of a scientific investigation. (s) (m) (ss)	(no correlation)
	Advanced 1. Collect information and organize notes on a given topic logically from a variety of appropriate sources (e.g., dictionary, thesaurus, encyclopedia, atlas, almanac, textbook, telephone directory, or newspaper), using independent learning strategies (e.g., graphic organizers). (s) (ss) 2. Generate relevant questions for future investigations or research based on the conclusions of a scientific investigation. (s) (m) (ss)	Reading Strand 3: Reading Process (Grades 4 and 5) Concept 1: Print Concepts PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. <u>(Connected to Research Strand in Writing)</u> PO 6. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text. <u>(Connected to Research Strand in Writing)</u> Strand 3: Writing Applications (Grade 5) Concept 6: Research PO 1. Paraphrase information from a variety of sources (e.g., Internet, reference materials). PO 2. Organize notes in a meaningful sequence. (no correlation)

<p>ELL IV</p> <p>Writing Applications</p> <p>(continued)</p>	<p>Beginning cont.</p> <p>4. Record new questions and predictions based upon the data collected in a scientific investigation. (s)</p> <p>Functional</p> <p>5. Write letters, such as thank-you notes, friendly letters, and messages and invitations that address the audience, stated purpose, and context.</p> <p>Persuasive</p> <p>6. Write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader.</p>	<p>Strand 3: Writing Applications (Grade 3) Concept 6: Research</p> <p>PO 1. Paraphrase information from at least one source (e.g., Internet, reference materials).</p> <p>PO 2. Organize notes in a meaningful sequence.</p> <p>Strand 3: Writing Applications (Grade 3) Concept 3: Functional</p> <p>PO 2. Write communications, including:</p> <ol style="list-style-type: none"> thank-you notes, friendly letters, formal letters, messages, and invitations. <p>Strand 3: Writing Applications (Grade 3) Concept 4: Persuasive</p> <p>PO 1. Write persuasive text (e.g., advertisements, paragraph) that attempts to influence the reader.</p>
	<p>Early Intermediate</p> <p>Narrative</p> <p>1. Write a narrative based on imagined or real events that includes characters, setting, and well-chosen details to develop the plot.</p>	<p>Strand 3: Writing Applications (Grade 4) Concept 1: Expressive</p> <p>PO 1. Write a narrative based on imagined or real events, observations, or memories that includes:</p> <ol style="list-style-type: none"> characters, setting, plot, sensory details, clear language, and logical sequence of events.

<p>ELL IV</p> <p>Writing Applications</p> <p>(continued)</p>	<p>Early Intermediate cont.</p> <p><u>Expository</u></p> <p>2. Write expository essays and informational reports based on research that include topic sentences, main ideas, and relevant details.</p> <p>3. Write a book report that identifies the main ideas, characters, and events.</p> <p>4. Accurately record data that students collect (e.g., facts they learn or procedures they conduct) in an organized and appropriate format. (s) (m)</p> <p><u>Functional</u></p> <p>5. Write a variety of functional text (e.g., directions, recipes, labels, graphs/tables) that address the audience, stated purpose, and context. (s) (m)</p> <p><u>Persuasive</u></p> <p>6. Write persuasive text that states a clear position in support of a proposition.</p>	<p>Strand 3: Writing Applications (Grade 4) Concept 2: Expository</p> <p>PO 2. Write an expository paragraph that contains:</p> <p>a. a topic sentence, b. supporting details, and c. relevant information.</p> <p>PO 3. Write in a variety of expository forms (e.g., summary, newspaper article, reflective paper, log, journal).</p> <p>Strand 3: Writing Applications (Grade 4) Concept 6: Research</p> <p>PO 3. Write an informational report that includes main idea(s) and relevant details.</p> <p>Strand 3: Writing Applications (Grade 5) Concept 5: Literary Response</p> <p>PO 1. Write a reflection to a literature selection (e.g., journal entry, book review).</p> <p>Strand 3: Writing Applications (Grade 5) Concept 6: Research</p> <p>PO 1. Paraphrase information from a variety of sources (e.g., Internet, reference materials). PO 2. Organize notes in a meaningful sequence.</p> <p>Strand 3: Writing Applications (Grade 5) Concept 3: Functional</p> <p>PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables).</p> <p>Strand 3: Writing Applications (Grade 5) Concept 4: Persuasive</p> <p>PO 1. Write persuasive text (e.g., advertisements, paragraph) that attempts to influence the reader.</p>
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<p>ELL IV</p> <p>Writing Applications</p> <p>(continued)</p>	<p>Intermediate cont.</p> <p>4. Accurately record reflections, questions, speculations, decisions, and conclusions structured around a controlling idea (e.g., <i>What insights did I gain after reading today's reading? How can I use what I have learned in my everyday life?</i>) (s) (m)</p> <p>Functional</p> <p>5. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables) that address the audience, stated purpose, and context. (s) (m)</p> <p>Persuasive</p> <p>6. Write persuasive text that states a clear position in support of a proposition and includes relevant evidence.</p>	<p>Strand 3: Writing Applications (Grade 6) Concept 2: Expository</p> <p>PO 1. Record information (e.g., observations, notes, lists, charts, map labels, and legends) related to the topic.</p> <p>Strand 3: Writing Applications (Grade 6) Concept 3: Functional</p> <p>PO 1. Write a variety of functional texts (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables).</p> <p>Strand 3: Writing Applications (Grade 6) Concept 4: Persuasive</p> <p>PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that:</p> <ol style="list-style-type: none"> establishes and develops a controlling idea, supports arguments with detailed evidence, includes persuasive techniques, and excludes irrelevant information.
	<p>Early Advanced</p> <p>Narrative</p> <p>1. Write a narrative that includes an engaging plot, developed characters and setting, figurative language, and dialogue as appropriate.</p>	<p>Strand 3: Writing Applications (Grade 7) Concept 1: Expressive</p> <p>PO 1. Write a narrative that includes:</p> <ol style="list-style-type: none"> an engaging plot based on imagined or real ideas, observations, or memories of an event or experience, effectively developed characters, a clearly described setting, dialogue, as appropriate, and figurative language, or descriptive words and phrases to enhance style and tone.

<p>ELL IV</p> <p>Writing Applications</p> <p>(continued)</p>	<p>Early Advanced cont.</p> <p><u>Expository</u></p> <p>2. Write a process essay that includes a thesis statement, supporting details, as well as proper introductory, body, and concluding paragraphs.</p> <p>3. Write a response to literature that demonstrates an understanding of the literary work through references to the text and prior knowledge.</p> <p>4. Write scientific documents that include</p> <ul style="list-style-type: none"> • simple, understandable language, • words that are defined, • procedures that are broken into enough steps, and • transitional words that help readers follow the sequence, organization, and detail suitable to reader’s purpose. (s) <p>5. Compare and contrast symbols or procedures student used in native country to read and solve equations or problems with those used in the US (e.g., use of a comma rather than a decimal point). (m)</p> <p><u>Functional</u></p> <p>6. Write a business letter that presents information purposefully and follows a conventional format (e.g., block, modified block, e-mail).</p>	<p>Strand 3: Writing Applications (Grade 7) Concept 2: Expository</p> <p>PO 3. Write a process essay that includes:</p> <ol style="list-style-type: none"> a. a thesis statement, b. supporting details, and c. introductory, body, and concluding paragraphs. <p>Strand 3: Writing Applications (Grade 7) Concept 5: Literary Response</p> <p>PO 1. Write a response to literature that:</p> <ol style="list-style-type: none"> a. presents several clear ideas; b. supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media; and c. relates own ideas to supporting details in a clear and logical manner. <p>(no correlation)</p> <p>(no correlation)</p> <p>Strand 3: Writing Applications (Grade 7) Concept 3: Functional</p> <p>PO 3. Write a friendly letter that includes a:</p> <ol style="list-style-type: none"> a. heading, b. salutation, c. body, d. closing, and e. signature. <p>PO 4. Write a formal letter that follows a conventional business letter format.</p>
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<p>ELL IV</p> <p>Writing Applications</p> <p>(continued)</p>	<p>Early Advanced cont.</p> <p><u>Persuasive</u></p> <p>7. Write persuasive text that establishes a controlling idea, supports arguments with detailed evidence, and excludes irrelevant information.</p>	<p>Strand 3: Writing Applications (Grade 7)</p> <p>Concept 4: Persuasive</p> <p>PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that:</p> <ol style="list-style-type: none"> establishes and develops a controlling idea, supports arguments with detailed evidence, includes persuasive techniques, excludes irrelevant information, and attributes sources of information when appropriate.
	<p>Advanced</p> <p><u>Narrative</u></p> <p>1. Write in a variety of expressive forms (poetry, skit) true to form that include, as appropriate, figurative language, rhythm, dialogue, characterization, and plot.</p> <p><u>Expository</u></p> <p>2. Write a summary based on information gathered that includes a topic sentence, supporting details, and relevant information.</p>	<p>Strand 3: Writing Applications (Grade 8)</p> <p>Concept 1: Expressive</p> <p>PO 1. Write a narrative that includes:</p> <ol style="list-style-type: none"> an engaging plot based on imagined or real ideas, observations, or memories of an event or experience, effectively developed characters, a clearly described setting, dialogue, as appropriate, and figurative language, or descriptive words and phrases to enhance style and tone. <p>PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to mode, employ:</p> <ol style="list-style-type: none"> figurative language, rhythm, dialogue, characterization, plot, and appropriate format. <p>Strand 3: Writing Applications (Grade 8)</p> <p>Concept 2: Expository</p> <p>PO 2. Write a summary based on the information gathered that include(s):</p> <ol style="list-style-type: none"> a topic sentence, supporting details, and relevant information.

<p>ELL IV</p> <p>Writing Applications</p> <p>(continued)</p>	<p>Advanced cont.</p> <p>3. Write a response to literature that organizes the interpretation around several clear ideas and supports the interpretation with textual evidence.</p> <p>4. Write scientific documents that include</p> <ul style="list-style-type: none"> • step-by-step instructions; • accurate information; • specific wording; • formatting techniques, such as heading and sub headings to make it easier for the reader to follow; and • relevant information and excludes unnecessary information. (s) <p>5. Create or restate in words or sentences the relation between the symbols in an equation and the symbols being modeled. (m)</p> <p>Functional</p> <p>6. Write a formal letter that presents information purposefully and succinctly and follows a conventional business letter format, including proper addressing of an envelope.</p> <p>Persuasive</p> <p>7. Write persuasive text that establishes a controlling idea, supports arguments with detailed evidence, excludes irrelevant information, includes persuasive techniques, and attributes sources of information as needed.</p>	<p>Strand 3: Writing Applications (Grade 8) Concept 5: Literary Response</p> <p>PO 1. Write a response to literature that:</p> <ol style="list-style-type: none"> a. presents several clear ideas, b. supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media, and c. relates own ideas to supporting details in a clear and logical manner. <p>(no correlation)</p> <p>(no correlation)</p> <p>Strand 3: Writing Applications (Grade 8) Concept 3: Functional</p> <p>PO 3. Write a friendly letter that includes a:</p> <ol style="list-style-type: none"> a. heading, b. salutation, c. body, d. closing, and e. signature. <p>PO 4. Write a formal letter that follows a conventional business letter format.</p> <p>Strand 3: Writing Applications (Grade 8) Concept 4: Persuasive</p> <p>PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that:</p> <ol style="list-style-type: none"> a. establishes and develops a controlling idea, b. supports arguments with detailed evidence, c. includes persuasive techniques, d. excludes irrelevant information, and e. attributes sources of information when appropriate.
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Standard English Conventions	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will identify and apply conventions of standard English in his or her communications.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Identify and use correct <i>capitalization</i>, including proper nouns (names, place names, dates, holidays, languages), titles (including book and poem titles), and abbreviations. 2. Identify and use, with some errors, <i>punctuation</i>, including <ul style="list-style-type: none"> • sentence endings; • commas to punctuate items in a series, greetings and closings of letters, dates, and introductory words; • quotation marks for dialogue and titles; • colons to punctuate time; and • apostrophes to punctuate contractions and singular possessives. 	<p>Strand 2: Writing Elements (Grade 3) Concept 6: Conventions</p> <p>PO 1. Use capital letters for:</p> <ol style="list-style-type: none"> a. proper nouns (i.e., names, days, months), b. titles, c. names of places, d. abbreviations, and e. literary titles (i.e., book, story, poem). <p>PO 2. Punctuate endings of sentences using:</p> <ol style="list-style-type: none"> a. periods, b. question marks, and c. exclamation points. <p>PO 3. Use commas to punctuate:</p> <ol style="list-style-type: none"> a. items in a series, b. greetings and closings of letters, c. dates, and d. introductory words. <p>PO 4. Use quotation marks to punctuate:</p> <ol style="list-style-type: none"> a. dialogue, although may be inconsistent or experimental, and b. titles. <p>PO 5. Use a colon to punctuate time.</p> <p>PO 6. Use apostrophes to punctuate:</p> <ol style="list-style-type: none"> a. contractions, and b. singular possessive.

<p>ELL IV</p> <p>Standard English Conventions</p> <p>(continued)</p>	<p>Beginning cont.</p> <p>3. Identify and use correct <i>spelling</i>, including high frequency words; word families; simple CVC, CCVC, and CVCC words; r-controlled words, diphthong and vowel digraphs; irregular plurals; affixes, and homonyms.</p> <p>4. Identify and use, with some errors, <i>verb tenses</i>, including present and present progressive, past and past progressive, future, imperatives, and modal auxiliaries.</p> <p>5. Identify and use, with some errors, nouns, verbs, personal pronouns (subjective, objective, and possessive), and adjectives (comparative and superlative forms) in simple sentences.</p> <p>6. Identify and use, with few errors, basic <i>subject-verb agreement</i> in simple sentences and, with several errors, in compound sentences.</p>	<p>PO 7. Spell high frequency words correctly.</p> <p>PO 8. Use common spelling patterns/generalizations to spell words correctly, including:</p> <ol style="list-style-type: none"> word families, regular plurals, r-controlled, diphthong, consonant digraphs, CVC words, CCVC, CVCC, and affixes. <p>PO 9. Spell simple homonyms correctly in context.</p> <p>(no correlation)</p> <p>PO 11. Use the following parts of speech correctly in simple sentences:</p> <ol style="list-style-type: none"> nouns, action verbs, personal pronouns, and adjectives. <p>PO 12. Use subject-verb agreement in simple sentences.</p>
	<p>Early Intermediate</p> <p>1. Identify and use correct <i>capitalization</i>, including proper nouns (names, dates, holidays, languages, historical events, organizations), titles (including literary titles), abbreviations, and words used as names (e.g., Grandpa).</p>	<p>Strand 2: Writing Elements (Grade 5)</p> <p>Concept 6: Conventions</p> <p>PO 1. Use capital letters correctly for:</p> <ol style="list-style-type: none"> proper nouns, <ul style="list-style-type: none"> place names holidays languages historical events organizations literary titles (i.e., book, story, poem, play, song), titles, abbreviations, and words used as names (e.g., Mother, Uncle Jim).

<p>ELL IV</p> <p>Standard English Conventions</p> <p>(continued)</p>	<p>Early Intermediate cont.</p> <p>2. Identify and use, with few errors, <i>punctuation</i>, including</p> <ul style="list-style-type: none"> • sentence endings; • commas to punctuate items in a series, greetings and closings of letters, dates, and introductory words; • quotation marks for dialogue and titles; • colons to punctuate time and business letters; and • apostrophes to punctuate contractions and singular possessives. <p>3. Identify and use correct <i>spelling</i>, including high frequency words; silent e, i before e, words ending in -y, and doubling final consonant.</p> <p>4. Identify and use, with some errors, <i>verb tenses</i>, including irregular past, present perfect, present perfect progressive, present real conditional, and habitual past.</p> <p>5. Identify and use, with few errors, nouns, verbs, personal pronouns (subjective, objective, and possessive), and adjectives (comparative and superlative forms) in simple sentences.</p>	<p>PO 2. Punctuate endings of sentences using:</p> <ol style="list-style-type: none"> a. periods, b. question marks, and c. exclamation points. <p>PO 3. Use commas to punctuate:</p> <ol style="list-style-type: none"> a. items in a series, b. greetings and closings of letters, c. dates, d. introductory words, e. dialogue, and f. direct address. <p>PO 4. Use quotation marks to punctuate</p> <ol style="list-style-type: none"> a. simple dialogue, and b. titles. <p>PO 5. Use a colon to punctuate:</p> <ol style="list-style-type: none"> a. time, and b. business letter salutations. <p>PO 6. Use apostrophes to punctuate:</p> <ol style="list-style-type: none"> a. contractions, and b. singular possessive. <p>PO 7. Spell high frequency words correctly.</p> <p>PO 8. Use common spelling patterns/generalizations to spell words correctly including:</p> <ol style="list-style-type: none"> a. irregular plurals, b. silent e, c. l before e, d. words ending in -y, and e. doubling final consonant. <p>(no correlation)</p> <p>Strand 2: Writing Elements (Grade 4)</p> <p>Concept 6: Conventions</p> <p>PO 12. Use the following parts of speech correctly in simple sentences:</p> <ol style="list-style-type: none"> a. nouns, b. action verbs, c. personal pronouns, and d. conjunctions.
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<p>ELL IV</p> <p>Standard English Conventions</p> <p>(continued)</p>	<p>Early Intermediate cont.</p> <p>6. Identify and use, with few errors, basic <i>subject-verb agreement</i> in simple sentences and, with some errors, in compound sentences.</p>	<p>Strand 2: Writing Elements (Grade 5)</p> <p>Concept 6: Conventions</p> <p>PO 13. Use subject-verb agreement in simple and compound sentences.</p>
	<p>Intermediate</p> <p>1. Identify and use correct <i>capitalization</i>, including proper nouns (product names, academic courses, place, and regional names), titles, and proper adjectives (German Shepherd).</p> <p>2. Identify and use, with some errors, <i>punctuation</i>, including</p> <ul style="list-style-type: none"> • commas to punctuate items in a series, greetings and closings of letters, dates, introductory words, direct address, interrupters, and compound sentences; • quotation marks for dialogue, titles, and exact words from sources; • colons to punctuate time and business letters; and • apostrophes to punctuate contractions and singular possessives. 	<p>Strand 2: Writing Elements (Grade 6)</p> <p>Concept 6: Conventions</p> <p>PO 1. Use capital letters correctly for:</p> <p>a. proper nouns,</p> <ul style="list-style-type: none"> • holidays • product names • languages • historical events • organizations • academic courses (e.g., algebra/Algebra I) • place • regional names (e.g., West Coast) <p>b. words used as names (e.g., Grandpa, Aunt Lyn),</p> <p>c. literary titles (i.e., story, poem, play, song),</p> <p>d. titles,</p> <p>e. abbreviations, and</p> <p>f. proper adjectives.</p> <p>PO 2. Use commas to punctuate:</p> <p>a. items in a series,</p> <p>b. greetings and closings of letters,</p> <p>c. introductory words,</p> <p>d. direct address,</p> <p>e. interrupters, and</p> <p>f. compound sentences.</p> <p>PO 3. Use quotation marks to punctuate:</p> <p>a. dialogue,</p> <p>b. titles of short works (e.g., chapter, story, article, song, poem), and</p> <p>c. exact words from sources.</p>

<p>ELL IV</p> <p>Standard English Conventions</p> <p>(continued)</p>	<p>Intermediate cont.</p> <p>3. Use common spelling pattern and generalizations to spell words correctly.</p> <p>4. Identify and use, with few errors, <i>verb tenses</i>, including irregular past, present perfect, present perfect progressive, present real conditional, and habitual past.</p> <p>5. Identify and use, with some errors, nouns, verbs, personal pronouns, adjectives, conjunctions, and adverbs in simple sentences.</p> <p>6. Identify and use, with few errors, <i>subject-verb agreement</i> in simple and compound sentences.</p> <p>7. Use paragraph breaks correctly to indicate an organizational structure some of the time.</p>	<p>PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series).</p> <p>PO 5. Use a colon to punctuate business letter salutations.</p> <p>PO 6. Use apostrophes to punctuate:</p> <ul style="list-style-type: none"> a. contractions, and b. singular possessive. <p>PO 7. Spell high frequency words correctly.</p> <p>PO 8. Use common spelling patterns/generalizations to spell words correctly.</p> <p>(no correlation)</p> <p>PO 12. Use the following parts of speech correctly in simple sentences:</p> <ul style="list-style-type: none"> a. nouns, b. action/linking verbs, c. personal pronouns, d. adjectives, e. adverbs, f. conjunctions, g. prepositions, and h. interjections. <p>PO 13. Use subject-verb agreement in simple and compound sentences.</p> <p>PO 11. Use paragraph breaks to indicate an organizational structure.</p>
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<p>ELL IV</p> <p>Standard English Conventions</p> <p>(continued)</p>	<p>Early Advanced cont.</p> <p>4. Identify and use, with some errors, <i>verb tenses</i>, including past perfect, future perfect, future perfect progressive, present unreal conditional, and three part phrasal verbs.</p> <p>5. Identify and use, with some errors, nouns, action and linking verbs, personal pronouns, adjectives, conjunctions, adverbs, prepositions, and interjections in simple sentences.</p> <p>6. Use <i>subject-verb agreement</i> in compound sentences and employ, with few errors, proper word order in sentences.</p> <p>7. Use paragraph breaks correctly to indicate an organizational structure some of the time.</p>	<p>(no correlation)</p> <p>PO 12. Use the following parts of speech correctly in simple sentences:</p> <p>a. nouns, b. action/linking verbs, c. personal pronouns, d. adjectives, e. adverbs, f. conjunctions, g. prepositions, and h. interjections.</p> <p>PO 13. Use subject-verb agreement in simple, compound, and complex sentences.</p> <p>PO 11. Use paragraph breaks to indicate an organizational structure.</p>
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<p>ELL IV</p> <p>Standard English Conventions</p> <p>(continued)</p>	<p>Advanced</p> <ol style="list-style-type: none"> 1. Identify and use correct <i>capitalization</i>. 2. Identify and use, with few errors, <i>punctuation</i>, including <ul style="list-style-type: none"> • commas to punctuate items in a series, greetings and closings of letters, dates, introductory words and clauses, direct address, interrupters, compound sentences, appositives, and dialogue; • quotation marks for dialogue, titles, and exact words from sources; • colons to punctuate time and business letters; • semi-colons to punctuate compound and compound-complex sentences; • apostrophes to punctuate contractions and singular and plural possessives; and • italics and underlining to indicate titles. 	<p>Strand 2: Writing Elements (Grade 8)</p> <p>Concept 6: Conventions</p> <p>PO 1. Use capital letters correctly for:</p> <ol style="list-style-type: none"> a. proper nouns, <ul style="list-style-type: none"> • holidays • product names • languages • historical events • organizations • academic courses (e.g., algebra/Algebra I) • place • regional names (e.g., West Coast) b. words used as names (e.g., Grandpa, Aunt Lyn), c. literary titles (i.e., book, story, poem, play, song), d. titles, e. abbreviations, and f. proper adjectives. <p>PO 2. Use commas to punctuate:</p> <ol style="list-style-type: none"> a. items in a series, b. greetings and closings of letters, c. introductory words, d. direct address, e. interrupters, f. compound sentences, g. appositives, and h. dialogue. <p>PO 3. Use quotation marks to punctuate:</p> <ol style="list-style-type: none"> a. dialogue, b. titles of short works (e.g., chapter, story, article, song, poem), and c. exact words from sources. <p>PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series).</p> <p>PO 5. Use a colon to punctuate business letter salutations.</p> <p>PO 6. Use apostrophes to punctuate:</p> <ol style="list-style-type: none"> a. contractions, b. singular possessive, and c. plural possessives.
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<p>ELL IV</p> <p>Standard English Conventions</p> <p>(continued)</p>	<p>Advanced cont.</p> <p>3. <i>Spell</i> correctly.</p> <p>4. Identify and use, with few errors, <i>verb tenses</i>, including past perfect, future perfect, future perfect progressive, present unreal conditional, and three part phrasal verbs.</p> <p>5. Identify and use, with few errors, nouns, action and linking verbs, personal pronouns, adjectives, conjunctions, adverbs, prepositions, and interjections in simple sentences.</p> <p>6. Use <i>subject-verb agreement</i> in compound and complex sentences and employ, with few errors, proper word order.</p> <p>7. Use paragraph breaks correctly to indicate an organizational structure.</p>	<p>PO 7. Spell high frequency words correctly.</p> <p>PO 8. Use common spelling patterns/generalizations to spell words correctly</p> <p>(no correlation)</p> <p>PO 12. Use the following parts of speech correctly in simple sentences:</p> <p>a. nouns, b. action/linking verbs, c. personal pronouns, d. adjectives, e. adverbs, f. conjunctions, g. prepositions, and h. interjections.</p> <p>PO 13. Use subject/verb agreement in simple, compound, and complex sentences.</p> <p>PO 11. Use paragraph breaks to indicate an organizational structure.</p>
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Writing Process	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>Students use the steps of the writing process as a writing piece moves toward completion.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Generate ideas and maintain a record (e.g., list, picture, journal, folder, notebook) of writing ideas. 2. Determine the purpose (e.g., to entertain, to inform, to communicate), and the intended audience of a writing piece. 3. Use a prewriting plan to develop a draft with main ideas, including a few organizational strategies (e.g., graphic organizer) to plan writing. 4. Know and understand time-management strategies to produce a writing product within a set time period. 5. Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft. 	<p>Strand 1: Writing Process (Grade 3) Concept 1: Prewriting</p> <p>PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizers, drawing, writer's notebook, group discussion, printed material). PO 5. Maintain a record (e.g., lists, pictures, journals, folders, notebooks) of writing ideas.</p> <p>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece. PO 3. Determine the intended audience of a writing piece.</p> <p>PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizers, drawing, writer's notebook, group discussion, printed material).</p> <p>Strand 1: Writing Process (Grade 3) Concept 2: Drafting</p> <p>PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.</p> <p>Strand 1: Writing Process (Grade 4) Concept 1: Prewriting</p> <p>PO 6. Use time management strategies, when appropriate, to produce a writing product within a set time period.</p> <p>Strand 1: Writing Process (Grade 3) Concept 3: Revising</p> <p>PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft. PO 5. Modify word choice appropriate to the application in order to enhance the writing. PO 6. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft. PO 7. Use resources and reference materials to select more precise vocabulary</p>

<p>ELL IV</p> <p>Writing Process</p> <p>(continued)</p>	<p>Early Intermediate cont.</p> <p>5. Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft.</p> <p>6. Often prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</p>	<p>Strand 1: Writing Process (Grade 5)</p> <p>Concept 3: Revising</p> <p>PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.</p> <p>PO 5. Modify word choice appropriate to the application in order to enhance the writing.</p> <p>PO 6. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</p> <p>PO 7. Use resources and reference materials to select more precise vocabulary.</p> <p>Strand 1: Writing Process (Grade 5)</p> <p>Concept 4: Editing</p> <p>PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.</p> <p>PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.</p> <p>Strand 1: Writing Process (Grade 5)</p> <p>Concept 5: Publishing</p> <p>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</p>
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<p style="text-align: center;">ELL IV</p> <p>Writing Process (continued)</p>	<p>Intermediate</p> <ol style="list-style-type: none"> 1. Generate and organize ideas for writing and maintain a record. 2. Determine the purpose and the intended audience of a writing piece, and organize writing to reflect closely the purpose and audience. 3. Use a prewriting plan to develop a draft with main ideas, including many organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing. 4. Use time-management strategies, when appropriate, to produce a writing product within a set time period. 5. Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft. 	<p>Strand 1: Writing Process (Grade 6) Concept 1: Prewriting</p> <p>PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material or other sources).</p> <p>PO 6. Maintain a record (e.g., lists, pictures, journals, folders, notebooks) of writing ideas.</p> <p>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.</p> <p>PO 3. Determine the intended audience of a writing piece.</p> <p>Strand 1: Writing Process (Grade 6) Concept 2: Drafting</p> <p>PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.</p> <p>Strand 1: Writing Process (Grade 6) Concept 1: Prewriting</p> <p>PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.</p> <p>PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.</p> <p>Strand 1: Writing Process (Grade 6) Concept 3: Revising</p> <p>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.</p> <p>PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.</p> <p>PO 5. Add transitional words, phrases and/or sentences to clarify meaning or enhance the writing style.</p> <p>PO 6. Use a variety of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft.</p> <p>PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</p> <p>PO 8. Use resources and reference materials to select more precise vocabulary.</p>
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<p>ELL IV</p> <p>Writing Process</p> <p>(continued)</p>	<p>Intermediate cont.</p> <p>6. Consistently prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</p>	<p>Strand 1: Writing Process (Grade 6)</p> <p>Concept 5: Publishing</p> <p>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</p>
	<p>Early Advanced</p> <p>1. Generate and organize ideas for writing and maintain a record.</p> <p>2. Determine the purpose and the intended audience of a writing piece, and organize writing to reflect closely the purpose and audience.</p> <p>3. Use a wide variety of organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.</p>	<p>Strand 1: Writing Process (Grade 7)</p> <p>Concept 1: Prewriting</p> <p>PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material, or other sources).</p> <p>PO 6. Maintain a record (e.g., lists, pictures, journals, folders, notebooks) of writing ideas.</p> <p>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.</p> <p>PO 3. Determine the intended audience of a writing piece.</p> <p>Strand 1: Writing Process (Grade 7)</p> <p>Concept 2: Drafting</p> <p>PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.</p> <p>Strand 1: Writing Process (Grade 7)</p> <p>Concept 1: Prewriting</p> <p>PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.</p>

<p style="text-align: center;">ELL IV</p> <p>Writing Process</p> <p>(continued)</p>	<p>Early Advanced cont.</p> <p>4. Use time-management strategies, when appropriate, to produce a writing product within a set time period.</p> <p>5. Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft.</p> <p>6. Consistently prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</p> <p>7. Sometimes delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</p>	<p>PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.</p> <p>Strand 1: Writing Process (Grade 7) Concept 3: Revising</p> <p>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.</p> <p>PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.</p> <p>PO 5. Add transitional words, phrases, and/or sentences to clarify meaning or enhance the writing style.</p> <p>PO 6. Use a variety of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft.</p> <p>PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</p> <p>PO 8. Use resources and reference materials to select more precise vocabulary.</p> <p>Strand 1: Writing Process (Grade 7) Concept 5: Publishing</p> <p>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</p> <p>Strand 1: Writing Process (Grade 7) Concept 3: Revising</p> <p>PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</p>
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<p style="text-align: center;">ELL IV</p> <p>Writing Process (continued)</p>	<p>Advanced</p> <ol style="list-style-type: none"> 1. Generate and organize ideas for writing and maintain a record. 2. Determine the purpose and the intended audience of a writing piece, and organize writing to reflect closely the purpose and audience. 3. Use a wide variety of organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing. 4. Use time-management strategies, when appropriate, to produce a writing product within a set time period. 5. Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft. 	<p>Strand 1: Writing Process (Grade 8) Concept 1: Prewriting</p> <p>PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material, or other sources).</p> <p>PO 6. Maintain a record (e.g., lists, pictures, journals, folders, notebooks) of writing ideas.</p> <p>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.</p> <p>PO 3. Determine the intended audience of a writing piece.</p> <p>Strand 1: Writing Process (Grade 8) Concept 2: Drafting</p> <p>PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.</p> <p>Strand 1: Writing Process (Grade 8) Concept 1: Prewriting</p> <p>PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.</p> <p>PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.</p> <p>Strand 1: Writing Process (Grade 8) Concept 3: Revising</p> <p>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.</p> <p>PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.</p> <p>PO 5. Add transitional words, phrases, and/or sentences to clarify meaning or enhance the writing style.</p> <p>PO 6. Use a variety of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft.</p> <p>PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</p> <p>PO 8. Use resources and reference materials to select more precise vocabulary.</p>
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<p style="text-align: center;">ELL IV</p> <p>Writing Process (continued)</p>	<p>Advanced cont.</p> <p>6. Consistently prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</p> <p>7. Often delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</p>	<p>Strand 1: Writing Process (Grade 8) Concept 5: Publishing</p> <p>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</p> <p>Strand 1: Writing Process (Grade 8) Concept 3: Revising</p> <p>PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</p>
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Writing Elements	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will integrate elements of effective writing to develop engaging and focused text.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Use the writing process to produce text in various genres (defined in the previous section) that includes (s) (ss) <ol style="list-style-type: none"> a. topics and <i>ideas</i> that are broad and simplistic, b. marginally recognizable <i>organization</i> that show a sense of beginning, c. a <i>voice</i> that shows some awareness of audience through word choice and style, d. <i>word choices</i> that are nonspecific and limited so at times it is hard to understand what the writer is trying to say, and e. little variation in sentence types and a significant number of awkward or rambling constructions. 	<p>Strand 2: Writing Components (Grade 3) Concept 1: Ideas and Content</p> <p><i>Progression to PO 1.</i> Express ideas that are clear and directly related to the topic.</p> <p>PO 2. Provide content and selected details that are well-suited to audience and purpose.</p> <p>PO 3. Use relevant details to provide adequate support for the ideas.</p> <p>Strand 2: Writing Components (Grade 3) Concept 2: Organization</p> <p>PO 2. Create a beginning that captures the reader’s interest.</p> <p><i>Progression to PO 3.</i> Place details appropriately to support the main idea.</p> <p><i>Progression to PO 4.</i> Use <i>transitional words</i> and phrases (e.g., <i>next, then, so, but, while, after that, because</i>) to connect ideas.</p> <p><i>Progression to PO 5.</i> Create an ending that provides a sense of <i>resolution</i> or closure.</p> <p><i>Progression to PO 6.</i> Construct a paragraph that groups sentences around a topic.</p> <p>Strand 2: Writing Components (Grade 3) Concept 3: Voice</p> <p><i>Progression to PO 1.</i> Show awareness of the audience through word choice and style.</p> <p><i>Progression to PO 2.</i> Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.</p> <p>Strand 2: Writing Components (Grade 3) Concept 4: Word Choice</p> <p><i>Progression to PO 1.</i> Use a variety of specific and accurate words that effectively convey the intended message.</p> <p><i>Progression to PO 2.</i> Use descriptive words and phrases that energize the writing.</p> <p><i>Progression to PO 3.</i> Apply vocabulary and/or terminology appropriate to the type of writing.</p>

<p style="text-align: center;">ELL IV</p> <p>Writing Elements (continued)</p>	<p>Early Intermediate</p> <ol style="list-style-type: none"> 1. Use the writing process to produce a single paragraph in various genres (defined in the previous section) that includes (s) (ss) <ol style="list-style-type: none"> a. identifiable <i>main ideas</i> although not defined meaningfully; b. recognizable <i>organization</i> with beginning and concluding statements and words that signal sequence, although ideas not always sequenced meaningfully; c. a <i>voice</i> that shows some awareness of audience through word choice and style and is somewhat expressive and individualistic; d. <i>word choices</i> and descriptive phrases that are accurate, yet lack variety; and e. satisfactory control over simple <i>sentence structures</i>. 	<p>Strand 2: Writing Components (Grade 4) Concept 1: Ideas and Content</p> <p><i>Progression to PO 1. Express ideas that are clear and directly related to the topic.</i></p> <p><i>Progression to PO 2. Provide content and selected details that are well-suited to audience and purpose.</i></p> <p><i>Progression to PO 3. Use relevant details to provide adequate support for the ideas.</i></p> <p>Strand 2: Writing Components (Grade 4) Concept 2: Organization</p> <p>PO 2. Create a beginning that captures the reader's interest.</p> <p>PO 3. Place details appropriately to support the main idea.</p> <p>PO 4. Use a variety of transitional words that creates smooth connections between ideas.</p> <p>PO 6. Construct a paragraph that groups sentences around a topic.</p> <p>Strand 2: Writing Components (Grade 5) Concept 3: Voice</p> <p>PO 1. Show awareness of the audience through word choice and style.</p> <p>PO 3. Use language appropriate for topic and purpose.</p> <p>Strand 2: Writing Components (Grade 5) Concept 4: Word Choice</p> <p>PO 1. Use a variety of specific and accurate words that effectively convey the intended message.</p> <p>PO 2. Use descriptive words and phrases that energize the writing.</p> <p>PO 3. Apply vocabulary and/or terminology appropriate to the type of writing.</p> <p>Strand 2: Writing Components (Grade 5) Concept 5: Fluency</p> <p><i>Progression to PO 1. Write simple and compound sentences.</i></p> <p><i>Progression to PO 2. Write sentences that flow together and sound natural when read aloud.</i></p> <p><i>Progression to PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.</i></p>
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<p style="text-align: center;">ELL IV</p> <p>Writing Elements (continued)</p>	<p>Intermediate</p> <p>2. Use the writing process to produce up to three paragraphs in various genres (defined in the previous section) that include (s) (ss)</p> <ol style="list-style-type: none"> a. identifiable <i>main ideas</i> that are clear and related to the topic, use sufficient relevant detail suited to audience and purpose to support those ideas; b. an <i>organization</i> that develops a strong beginning or introduction that engages the reader with some relationship among ideas present, and uses transitional or signal words and appropriately placed details; c. a <i>voice</i> that shows a developing awareness of audience and conveys a sense of originality and sincerity; d. varied <i>word choices</i> that are specific, accurate, and powerful in a manner that effectively conveys the intended message; and e. good control over simple and compound <i>sentence structures</i> with a variety of sentence beginnings and lengths that enhance the flow of the writing, with occasional attempts at more complex structures. 	<p>Strand 2: Writing Components (Grade 6) Concept 1: Ideas and Content</p> <p>PO 1. Use clear, focused ideas and details to support the topic.</p> <p>PO 2. Provide content and selected details that are well-suited to audience and purpose.</p> <p>PO 3. Develop a sufficient explanation or exploration of the topic.</p> <p>Strand 2: Writing Components (Grade 6) Concept 2: Organization</p> <p>PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).</p> <p>PO 2. Develop a strong beginning or introduction that draws in the reader.</p> <p>PO 3. Place details appropriately to support the main idea.</p> <p>PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).</p> <p>Strand 2: Writing Components (Grade 6) Concept 3: Voice</p> <p>PO 1. Show awareness of the audience through word choice and style.</p> <p>PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.</p> <p>PO 3. Use language appropriate for the topic and purpose.</p> <p>PO 4. Choose appropriate voice (e.g., formal, informal) for the audience and purpose.</p> <p>Strand 2: Writing Components (Grade 6) Concept 4: Word Choice</p> <p>PO 1. Use accurate, specific, powerful words that effectively convey the intended message.</p> <p>PO 3. Use vocabulary that is original, varied, and natural.</p> <p>Strand 2: Writing Components (Grade 6) Concept 5: Fluency</p> <p>PO 1. Write simple and compound sentences.</p> <p>PO 2. Write sentences that flow together and sound natural when read aloud.</p> <p>PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.</p>
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<p style="text-align: center;">ELL IV</p> <p>Writing Elements (continued)</p>	<p>Early Advanced</p> <ol style="list-style-type: none"> 1. Use the writing process to produce to four paragraphs in various genres (defined in the previous section) that include (s) (ss) <ol style="list-style-type: none"> a. <i>main ideas</i> that are clear, contain relevant supporting details that develop a sufficient explanation or exploration of the topic, and are well-suited to audience and purpose; b. an <i>organization</i> that creates a beginning that captures the reader's interest and an ending that provides a sense of resolution, places details appropriately, and creates smooth transitions between ideas; c. a <i>voice</i> that conveys originality, sincerity, and liveliness as well an awareness of audience and purpose, and an appropriate connection with, or distance from, the audience; d. accurate and specific <i>word choices</i> and phrases appropriate to topic, audience, and style of writing, with some experimental use of figurative language that energizes the writing; and e. variety in <i>sentence</i> beginnings, lengths, and structures to enhance the flow of the writing with sound control of simple and compound sentence structures and some control over complex sentences. 	<p>Strand 2: Writing Components (Grade 7) Concept 1: Ideas and Content</p> <p>PO 1. Use clear, focused ideas and details to support the topic.</p> <p>PO 2. Provide content and selected details that are well-suited to audience and purpose.</p> <p>PO 3. Develop a sufficient explanation or exploration of the topic.</p> <p>PO 4. Include ideas and details that show original perspective.</p> <p>Strand 2: Writing Components (Grade 7) Concept 2: Organization</p> <p>PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).</p> <p>PO 2. Develop a strong beginning or introduction that draws in the reader.</p> <p>PO 3. Place details appropriately to support the main idea.</p> <p>PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).</p> <p>PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).</p> <p>PO 6. Create an ending that provides a sense of resolution or closure.</p> <p>Strand 2: Writing Components (Grade 7) Concept 3: Voice</p> <p>PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.</p> <p>PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.</p> <p>PO 3. Use language appropriate for the topic and purpose.</p> <p>PO 4. Choose appropriate voice (e.g., formal, informal, academic discourse) for the audience and purpose.</p> <p>Strand 2: Writing Components (Grade 7) Concept 4: Word Choice</p> <p>PO 1. Use accurate, specific, powerful words that effectively convey the intended message.</p> <p>PO 2. Use words that consistently support style and type of writing.</p> <p>PO 3. Use vocabulary that is original, varied, and natural.</p> <p>PO 4. Use literal and figurative language where appropriate to purpose.</p>
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<p style="text-align: center;">ELL IV</p> <p>Writing Elements</p> <p style="text-align: center;">(continued)</p>	<p>Early Advanced cont.</p>	<p>Strand 2: Writing Components (Grade 7) Concept 5: Fluency</p> <p>PO 1. Write simple, compound, and complex sentences. PO 2. Create sentences that flow together and sound natural when read aloud. PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.</p>
	<p>Advanced</p> <ol style="list-style-type: none"> 1. Use the writing process to produce up to four paragraphs in various genres (defined in the previous section) that include (s) (ss) <ol style="list-style-type: none"> a. <i>main ideas</i> that are clear, contain relevant supporting details that develop a sufficient explanation or exploration of the topic, show original perspective, and are well-suited to audience and purpose; b. an <i>organization</i> that enhances the central ideas with a logical organizing principle, constructs paragraphs that group sentences around a topic, places details appropriately, and creates smooth and effective transitions between all elements of the writing (sentences, paragraphs, ideas); c. an individual, engaging <i>voice</i> that uses language appropriate to audience, purpose, and topic (e.g., formal, informal, academic discourse); d. original, varied, and natural <i>word choices</i> and phrases that convey the intended meaning and support the style and type of writing as well as use figurative language where effective and appropriate to purpose; and e. variety in <i>sentence</i> length, structure, and complexity, including simple, compound, and complex sentences that flow together and sound natural when read aloud. 	<p>Strand 2: Writing Components (Grade 8) Concept 1: Ideas and Content</p> <p>PO 1. Use clear, focused ideas and details to support the topic. PO 2. Provide content and selected details that are well-suited to audience and purpose. PO 3. Develop a sufficient explanation or exploration of the topic. PO 4. Include ideas and details that show original perspective.</p> <p>Strand 2: Writing Components (Grade 8) Concept 2: Organization</p> <p>PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay). PO 2. Develop a strong beginning or introduction that draws in the reader. PO 3. Place details appropriately to support the main idea. PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas). PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology). PO 6. Create an ending that provides a sense of resolution or closure.</p>

<p style="text-align: center;">ELL IV</p> <p>Writing Elements</p> <p>(continued)</p>	<p>Advanced cont.</p>	<p>Strand 2: Writing Components (Grade 8) Concept 3: Voice</p> <p>PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.</p> <p>PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and application.</p> <p>PO 3. Use language appropriate for the topic and purpose.</p> <p>PO 4. Choose appropriate voice (e.g., formal, informal, academic discourse) for the application.</p> <p>Strand 2: Writing Components (Grade 8) Concept 4: Word Choice</p> <p>PO 1. Use accurate, specific, powerful words that effectively convey the intended message.</p> <p>PO 2. Use words that consistently support style and type of writing.</p> <p>PO 3. Use vocabulary that is original, varied, and natural.</p> <p>PO 4. Use literal and figurative language where appropriate to purpose.</p> <p>Strand 2: Writing Components (Grade 8) Concept 5: Fluency</p> <p>PO 1. Write simple, compound, and complex sentences.</p> <p>PO 2. Write sentences that flow together and sound natural when read aloud.</p> <p>PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.</p> <p>PO 4. Use effective and natural dialogue when appropriate.</p>
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Research	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Locate information from various resources (e.g., video tapes, magazines, experts, informational books, reference materials, interviews, guest speakers, Internet). (s) (ss) 2. Record observations and other data; reword information into simple sentences arranged sequentially. (s) 3. List resources used by title. (s) (ss) 	<p>Reading Strand 3: Reading Process (Grades 4 and 5) Concept 1: Print Concepts</p> <p>PO 5. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)</p> <p>Strand 3: Writing Applications (Grade 4) Concept 6: Research</p> <p>PO 1. Paraphrase information from a variety of sources (e.g., Internet, reference materials). PO 2. Organize notes in a meaningful sequence.</p> <p>Strand 3: Writing Applications (Grade 6) Concept 6: Research</p> <p>Progression to PO 2. Write an informational report that includes:</p> <ol style="list-style-type: none"> a. a focused topic, b. appropriate facts and relevant details, c. a logical sequence, d. a concluding statement, and e. a list of sources used.

<p>ELL IV</p> <p>Research</p> <p>(continued)</p>	<p>Early Intermediate</p> <ol style="list-style-type: none"> 1. Locate and record relevant information (e.g., notes, graphs, tables) from a variety of research materials, using own sentences arranged logically. (s) (ss) 2. Record questions for further inquiry based on the conclusions of a scientific investigation. (s) 3. List resources used by author and title. (s) (ss) 	<p>Strand 3: Comprehending Informational Text (Grades 6-8)</p> <p>Concept 1: Expository Text</p> <p><i>Progression to PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing)</i></p> <p><i>Progression to PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)</i></p> <p>Strand 3: Writing Applications (Grade 6)</p> <p>Concept 2: Expository</p> <p>PO 1. Record information (e.g., observations, notes, lists, charts, map labels, and legends) related to the topic.</p> <p>Strand 3: Writing Applications (Grade 6)</p> <p>Concept 6: Research</p> <p><i>Progression to PO 2. Write an informational report that includes:</i></p> <ol style="list-style-type: none"> a. a focused topic, b. appropriate facts and relevant details, c. a logical sequence, d. a concluding statement, and e. a list of sources used.
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<p>ELL IV</p> <p>Research</p> <p>(continued)</p>	<p>Intermediate</p> <p>1. Collect information and logically organize notes on a given topic from a variety of appropriate sources (e.g., dictionary, thesaurus, encyclopedia, atlas, almanac, textbook, telephone directory, or newspaper), using independent learning strategies (e.g., graphic organizers). (s) (ss)</p> <p>2. Record new questions and predictions based upon the data collected in a scientific investigation. (s)</p>	<p>Reading Strand 3: Comprehending Informational Text (Grade 6)</p> <p>Concept 1: Expository Text</p> <p>PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences) of expository text. <u>(Connected to Research Strand in Writing)</u></p> <p>PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. <u>(Connected to Research Strand in Writing)</u></p> <p>Strand 3: Writing Applications (Grade 6)</p> <p>Concept 6: Research</p> <p>PO 1. Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes:</p> <ol style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source, and b. main idea(s) and relevant details. <p>Strand 3: Writing Applications (Grade 6)</p> <p>Concept 2: Expository</p> <p>PO 1. Record information (e.g., observations, notes, lists, charts, map labels, and legends) related to the topic.</p>
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<p>ELL IV</p> <p>Research</p> <p>(continued)</p>	<p>Intermediate cont.</p> <p>3. List resources using a consistent format. (s) (ss)</p> <p>4. Paraphrase information from at least one source (e.g., Internet, reference materials). (s) (ss)</p> <p>5. Produce group interactive reports, including:</p> <ul style="list-style-type: none"> • understanding the purpose of the project, • selecting a recorder, and • assigning other roles. 	<p>Strand 3: Writing Applications (Grade 6) Concept 6: Research</p> <p>PO 2. Write an informational report that includes:</p> <ol style="list-style-type: none"> a. a focused topic, b. appropriate facts and relevant details, c. a logical sequence, d. a concluding statement, and e. a list of sources used. <p>Strand 3: Writing Applications (Grade 6) Concept 6: Research</p> <p>PO 1. Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes:</p> <ol style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source, and b. main idea(s) and relevant details. <p>(no correlation)</p>
	<p>Early Advanced</p> <p>1. Research information on academic topics using a broad range of reference materials (e.g., informational trade books, multimedia sources) and record relevant information from multiple sources in own words using independent learning strategies (e.g., graphic organizers). (s) (ss)</p>	<p>Reading Strand 3: Comprehending Informational Text (Grades 6-8) Concept 1: Expository Text</p> <p>PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences) of expository text. <u>(Connected to Research Strand in Writing)</u></p> <p>PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. <u>(Connected to Research Strand in Writing)</u></p> <p>PO 8. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. <u>(Connected to Research Strand in Writing)</u></p>

<p>ELL IV</p> <p>Research</p> <p>(continued)</p>	<p>Early Advanced cont.</p> <p>2. Record reflections and questions around a controlling idea researched (e.g., <i>What insights did I gain after reading today's reading? How can I use what I have learned in my everyday life?</i>). (s) (m)</p> <p>3. List resources using a consistent format and quote information, supplying citations. (s) (ss)</p> <p>4. Paraphrase information from a variety of sources using independent learning strategies (e.g., graphic organizers). (s) (ss)</p> <p>5. Produce group interactive reports, including:</p> <ul style="list-style-type: none"> • understanding the purpose of the project, • selecting a recorder, • assigning other roles, and • coming to consensus. (s) 	<p>Strand 3: Writing Applications (Grade 7) Concept 6: Research</p> <p>PO 1. Write a summary of information from sources (e.g., encyclopedias, websites, experts) that includes:</p> <ol style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source, and b. main idea(s) and relevant details. <p>Strand 3: Writing Applications (Grade 7) Concept 2: Expository</p> <p>PO 1. Record information (e.g., observations, notes, lists, charts, map labels, and legends) related to the topic.</p> <p>Strand 3: Writing Applications (Grade 7) Concept 6: Research</p> <p>PO 2. Write an informational report that includes:</p> <ol style="list-style-type: none"> a. a focused topic, b. appropriate facts and relevant details, c. a logical sequence, d. concluding statement, and e. a list of sources used. <p>Strand 3: Writing Applications (Grade 7) Concept 6: Research</p> <p>PO 1. Write a summary of information from sources (e.g., encyclopedias, websites, experts) that includes:</p> <ol style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source, and b. main idea(s) and relevant details. <p>(no correlation)</p>
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<p>ELL IV</p> <p>Research</p> <p>(continued)</p>	<p>Advanced</p> <ol style="list-style-type: none"> 1. Locate specific information by using various organizational and graphic features of text (e.g., table of contents, headings, captions, italics, glossaries, indices, key and/or guide words, topic sentences and notes, footnotes, bibliographic references, maps, diagrams, tables), and organize the notes in meaningful sequence. (s) (ss) 2. Accurately record reflections, questions, hypotheticals, decisions, and conclusions structured around a controlling idea (e.g., <i>What insights did I gain after reading today's reading? How can I use what I have learned in my everyday life?</i>) (s) (ss) 3. Quote or paraphrase information sources, supplying citations. (s) (ss) 	<p>Reading Strand 3: Comprehending Informational Text (Grades 6-8)</p> <p>Concept 1: Expository Text</p> <p>PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences) of expository text. (<u>Connected to Research Strand in Writing</u>)</p> <p>PO 7. Differentiate between primary and secondary source material. (<u>Connected to Research Strand in Writing</u>)</p> <p>PO 8. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (<u>Connected to Research Strand in Writing</u>)</p> <p>Strand 3: Writing Applications (Grade 8)</p> <p>Concept 6: Research</p> <p>PO 1. Write a summary of information from sources (e.g., encyclopedias, websites, experts) that includes:</p> <ol style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source, and b. main idea(s) and relevant detail. <p>Strand 3: Writing Applications (Grade 8)</p> <p>Concept 2: Expository</p> <p>PO 1. Record information (e.g., observations, notes, lists, charts, map labels, and legends) related to the topic.</p> <p>Strand 3: Writing Applications (Grade 8)</p> <p>Concept 6: Research</p> <p>PO 1. Write a summary of information from sources (e.g., encyclopedias, websites, experts) that includes:</p> <ol style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source, and b. main idea(s) and relevant detail. <p>PO 2. Write an informational report that includes:</p> <ol style="list-style-type: none"> a. a focused topic, b. appropriate facts and relevant details, c. a logical sequence, d. a concluding statement, and e. a list of sources.
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<p>ELL IV</p> <p>Research</p> <p>(continued)</p>	<p>Advanced cont.</p> <p>4. Paraphrase and integrate information from a variety of sources, distinguishing between relevant and/or extraneous information. (s) (ss)</p> <p>5. Produce group interactive reports, including:</p> <ul style="list-style-type: none"> • reviewing the purpose of the product, • assigning roles, • locating essential information, • coherently summarizing information, and • setting and meeting deadlines. (s) 	<p>Strand 3: Writing Applications (Grade 8)</p> <p>Concept 6: Research</p> <p>PO 1. Write a summary of information from sources (e.g., encyclopedias, websites, experts) that includes:</p> <p>a. paraphrasing to convey ideas and details from the source, and</p> <p>b. main idea(s) and relevant detail.</p> <p>(no correlation)</p>
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ELL V

Performance Conditions: Students at this stage of proficiency write varied multi-paragraph essays, up to 10 pages, that may be of a specialized or technical nature. Students are approaching fluency in writing in the content areas and begin to use the subtleties of written language although they may make errors. Circumstances range from informal to more formal writing in all genres, including writing letters of application.

Writing Applications	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will express his or her thinking and ideas in a variety of writing genres.</i></p>	<p>Beginning</p> <p><u>Narrative</u></p> <ol style="list-style-type: none"> 1. Write a narrative based on imagined or real events that include characters, setting, and sensory details, and logical sequencing to develop an engaging plot. <p><u>Expository</u></p> <ol style="list-style-type: none"> 2. Write expository essays and informational reports based on research that frame a key question about an issue and include facts and details that illuminate the main ideas. 	<p>Strand 3: Writing Applications (Grade 6) Concept 1: Expressive</p> <p>PO 1. Write a narrative that includes:</p> <ol style="list-style-type: none"> a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience, b. effectively developed characters, c. a clearly described setting, d. dialogue, as appropriate, and e. figurative language, or descriptive words and phrases to enhance style and tone. <p>Strand 3: Writing Applications (Grade 5) Concept 2: Expository</p> <p>PO 2. Write an expository paragraph that contains:</p> <ol style="list-style-type: none"> a. a topic sentence, b. supporting details, and c. relevant information. <p>PO 3. Write in a variety of expository forms (e.g., essay, summary, newspaper article, reflective paper, log, journal).</p> <p>Strand 3: Writing Applications (Grade 6) Concept 6: Research</p> <p>PO 2. Write an informational report that includes:</p> <ol style="list-style-type: none"> a. a focused topic, b. appropriate facts and relevant details, c. a logical sequence, d. a concluding statement, and e. a list of sources used. <p>Strand 1: Writing Applications (Grade 6) Concept 1: Prewriting</p> <p>PO 4. Establish a central idea appropriate to the type of writing.</p>

<p>ELL V</p> <p>Writing Applications</p> <p>(continued)</p>	<p>Beginning cont.</p> <p>3. Write a book report that reflects on the main idea, characters, events, setting, and plot.</p> <p>4. Accurately record reflections, questions, speculations, decisions, and conclusions structured around a controlling idea (e.g., <i>What insights did I gain after reading today's reading? How can I use what I have learned in my everyday life?</i>) (s) (m)</p> <p>Functional</p> <p>5. Write a formal letter in a conventional business letter format and properly address an envelope.</p> <p>Persuasive</p> <p>6. Write persuasive text that states a clear position in support of a proposition, and includes relevant evidence.</p>	<p>Strand 3: Writing Applications (Grade 6) Concept 5: Literary Response</p> <p>PO 1. Write a response to literature that:</p> <ol style="list-style-type: none"> presents several clear ideas, supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media, and relates own ideas to supporting details in a clear and logical manner. <p>Strand 3: Writing Applications (Grade 6) Concept 2: Expository</p> <p>PO 1. Record information (e.g., observations, notes, lists, charts, map labels, and legends) related to the topic.</p> <p>Strand 3: Writing Applications (Grade 6) Concept 3: Functional</p> <p>PO 4. Write a formal letter that follows a conventional business letter format.</p> <p>PO 5. Address an envelope for correspondence that includes:</p> <ol style="list-style-type: none"> an appropriate return address, and an appropriate recipient address. <p>Strand 3: Writing Applications (Grade 6) Concept 4: Persuasive</p> <p>PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that:</p> <ol style="list-style-type: none"> establishes and develops a controlling idea, supports arguments with detailed evidence, includes persuasive techniques, and excludes irrelevant information.
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<p>ELL V</p> <p>Writing Applications</p> <p>(continued)</p>	<p>Early Intermediate</p> <p><u>Narrative</u></p> <ol style="list-style-type: none"> 1. Write a narrative that includes an engaging plot, developed characters and setting, figurative language, and dialogue as appropriate. <p><u>Expository</u></p> <ol style="list-style-type: none"> 2. Write a process essay that includes a thesis statement, supporting details, as well as proper introductory, body, and concluding paragraphs. 3. Write a response to literature that relates own ideas to supporting details in a clear and logical manner. 4. Write scientific documents that include <ol style="list-style-type: none"> a. simple, understandable language; b. words that are defined; c. procedures that are broken into enough steps; and d. transitional words that help readers follow the sequence, organization and detail suitable to reader's purpose. (s) 	<p>Strand 3: Writing Applications (Grade 7) Concept 1: Expressive</p> <p>PO 1. Write a narrative that includes:</p> <ol style="list-style-type: none"> a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience, b. effectively developed characters, c. a clearly described setting, d. dialogue, as appropriate, and e. figurative language, or descriptive words and phrases to enhance style and tone. <p>Strand 3: Writing Applications (Grade 7) Concept 2: Expository</p> <p>PO 3. Write a process essay that includes:</p> <ol style="list-style-type: none"> a. a thesis statement, b. supporting details, and c. introductory, body, and concluding paragraphs. <p>Strand 3: Writing Applications (Grade 7) Concept 5: Literary Response</p> <p>PO 1. Write a response to literature that:</p> <ol style="list-style-type: none"> a. presents several clear ideas, b. supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media, and c. relates own ideas to supporting details in a clear and logical manner. <p>(no correlation)</p>
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<p>ELL V</p> <p>Writing Applications</p> <p>(continued)</p>	<p>Early Intermediate cont.</p> <p>5. Compare and contrast mathematical symbols or procedures student used in native country to read and solve equations or problems with those used in the US (e.g., use of a comma rather than a decimal point). (m)</p> <p>Functional</p> <p>6. Write a purposeful business letter in a conventional format (e.g., block, modified block, e-mail).</p> <p>Persuasive</p> <p>7. Write persuasive text that establishes a controlling idea, supports arguments with detailed evidence, and excludes irrelevant information.</p>	<p>(no correlation)</p> <p>Strand 3: Writing Applications (Grade 7) Concept 3: Functional</p> <p>PO 4. Write a formal letter that follows a conventional business letter format.</p> <p>Strand 3: Writing Applications (Grade 7) Concept 4: Persuasive</p> <p>PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that:</p> <ol style="list-style-type: none"> establishes and develops a controlling idea, supports arguments with detailed evidence, includes persuasive techniques, and excludes irrelevant information.
	<p>Intermediate</p> <p>Narrative</p> <p>1. Write in a variety of expressive forms (poetry, skit) true to type that include as appropriate figurative language, rhythm, dialogue, characterization, and plot.</p> <p>Expository</p> <p>2. Write a summary based on information gathered that includes a topic sentence, supporting details, and relevant information.</p>	<p>Strand 3: Writing Applications (Grade 8) Concept 1: Expressive</p> <p>PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to mode, employ:</p> <ol style="list-style-type: none"> figurative language, rhythm, dialogue, characterization, plot, and appropriate format. <p>Strand 3: Writing Applications (Grade 8) Concept 2: Expository</p> <p>PO 2. Write a summary based on the information gathered that include(s):</p> <ol style="list-style-type: none"> topic sentence, supporting details, and relevant information.

<p>ELL V</p> <p>Writing Applications</p> <p>(continued)</p>	<p>Intermediate cont.</p> <p>3. Write a response to literature that demonstrates an understanding of the literary work through references to the text and prior knowledge.</p> <p>4. Write scientific documents that include</p> <ul style="list-style-type: none"> • step-by-step instructions; • accurate information; • specific wording; • formatting techniques, such as heading and sub headings to make it easier for the reader to follow; and • relevant information and excludes unnecessary information. (s) <p>5. Create or state in words or sentences the relation between the mathematical symbols in an equation and the symbols being modeled. (m)</p> <p>Functional</p> <p>6. Write a purposeful and succinct formal letter in a conventional business letter format, and properly address an envelope.</p> <p>Persuasive</p> <p>7. Write persuasive text that establishes a controlling idea, supports arguments with detailed evidence, excludes irrelevant information, includes persuasive techniques, and attributes sources of information as needed.</p>	<p>Strand 3: Writing Applications (Grade 8) Concept 5: Literary Response</p> <p>PO 1. Write a response to literature that:</p> <ol style="list-style-type: none"> a. presents several clear ideas, b. supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media, and c. relates own ideas to supporting details in a clear and logical manner. <p>(no correlation)</p> <p>(no correlation)</p> <p>Strand 3: Writing Applications (Grade 8) Concept 3: Functional</p> <p>PO 4. Write a formal letter that follows a conventional business letter format.</p> <p>PO 5. Address an envelope for correspondence that includes:</p> <ol style="list-style-type: none"> a. an appropriate return address, and b. an appropriate recipient address. <p>Strand 3: Writing Applications (Grade 8) Concept 4: Persuasive</p> <p>PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that:</p> <ol style="list-style-type: none"> a. establishes and develops a controlling idea, b. supports arguments with detailed evidence, c. includes persuasive techniques, d. excludes irrelevant information, and e. attributes sources of information when appropriate.
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<p style="text-align: center;">ELL V</p> <p style="text-align: center;">Writing Applications</p> <p style="text-align: center;">(continued)</p>	<p>Early Advanced</p> <p><u>Narrative</u></p> <ol style="list-style-type: none"> 1. Write a personal narrative that describes a sequence of events, sets scenes and incidents in specific times and places, includes specific details, and uses figurative language. <p><u>Expository</u></p> <ol style="list-style-type: none"> 2. Write a multi-paragraph essay that establishes a thesis, includes supportive evidence, communicates information and ideas from primary and/or secondary sources, and includes an effective conclusion. 	<p>Strand 3: Writing Applications (Grade 10) Concept 1: Expressive</p> <p>PO 1. Write a reflective personal narrative that:</p> <ol style="list-style-type: none"> a. describes a sequence of events, communicating the significance of the events to the audience, b. sets scenes and incidents in specific times and places, c. describes with specific details the sights, sounds, and smells of the scenes, d. describes with specific details the actions, movements, gestures, and feelings of the characters, e. uses interior monologue, and f. uses figurative language (e.g., simile, metaphor, personification). <p>Strand 3: Writing Applications (Grade 11) Concept 2: Expository</p> <p>PO 1. Write a multi-paragraph essay (e.g., compare/contrast, cause/effect, process) that:</p> <ol style="list-style-type: none"> a. includes background information to establish the thesis (hypothesis, essential question), as appropriate, b. states a thesis (hypothesis, essential question) with a narrow focus, c. includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples, or reasons, d. communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate, e. attributes sources of information, as appropriate, f. includes a topic sentence for each body paragraph, g. includes relevant factors and variables that need to be considered, h. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate, and i. includes an effective conclusion.
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<p>ELL V</p> <p>Writing Applications</p> <p>(continued)</p>	<p>Early Advanced cont.</p> <p>3. Write a response to literature that organizes the interpretation around several clear ideas and supports the interpretation with textual evidence.</p> <p>4. Write scientific documents that include</p> <ul style="list-style-type: none"> • clear questions, predictions, or hypotheses; • precise wording to describe procedures, observations, and conclusions; • a variety of formatting techniques to make it easier for the reader to follow; and • additional information and guidance to handle reader's problems or possible mistakes. (s) <p>5. Know and model strategies for representing mathematical and scientific ideas in a variety of modes (e.g., literal, symbolic, graphic), including restating symbolic representations (e.g., numerals, equations, graphs) in words or sentences. (s) (m)</p> <p>Functional</p> <p>6. Write a purposeful and succinct memo that meets the needs of the intended audience.</p>	<p>Strand 3: Writing Applications (Grade 10) Concept 5: Literary Response</p> <p>PO 1. Write a literary analysis that:</p> <ol style="list-style-type: none"> a. analyzes the author's use of literary elements (i.e., theme, point of view, characterization, setting, plot), b. analyzes different elements of figurative language (i.e., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery) in a literary selection, c. compares the illustration of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem and short story), and d. identifies how an author's choice of words and imagery sets the tone and advances the work's theme. <p>(no correlation)</p> <p>(no correlation)</p> <p>Strand 3: Writing Applications (Grade 10) Concept 3: Functional</p> <p>PO 1. Write a business letter and/or memo that:</p> <ol style="list-style-type: none"> a. presents information purposefully and succinctly to meet the needs of the intended audience, and b. follows a conventional format (block, modified block, memo, email).
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<p>ELL V</p> <p>Writing Applications</p> <p>(continued)</p>	<p>Early Advanced cont.</p> <p><u>Persuasive</u></p> <p>7. Write persuasive text that establishes a controlling idea, structures ideas, presents detailed evidence, and addresses the reader’s concern.</p>	<p>Strand 3: Writing Applications (Grade 10)</p> <p>Concept 4: Persuasive</p> <p>PO 1. Write a persuasive composition (e.g., business letter, essay, letter to the editor) that:</p> <ol style="list-style-type: none"> states a position or claim, presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, attributes sources of information when appropriate, structures ideas, and addresses the reader’s concerns.
	<p>Advanced</p> <p><u>Narrative</u></p> <p>1. Write in a variety of expressive forms (poetry, short story) true to type that use voice and style appropriate to audience and purpose; organize ideas in writing to ensure coherence, logical progression, and support; and employ various literary devices.</p> <p><u>Expository</u></p> <p>2. Write a multi-paragraph essay that establishes a thesis, includes supportive evidence and relevant factors, communicates information and ideas from primary and/or secondary sources, includes an effective conclusion, and attributes sources of information as appropriate.</p>	<p>Strand 3: Writing Applications (Grade 12)</p> <p>Concept 1: Expressive</p> <p>PO 1. Write in a variety of expressive forms (e.g., poetry, fiction, autobiography, narrative, and/or drama) that:</p> <ol style="list-style-type: none"> use voice and style appropriate to audience and purpose; organize ideas in writing to ensure coherence, logical progression, and support; and employ literary devices (e.g., irony, conceit, flashback, foreshadowing, symbolism, allusion) to enhance style and voice. <p>Strand 3: Writing Applications (Grade 12)</p> <p>Concept 2: Expository</p> <p>PO 1. Write a multi-paragraph essay (e.g., compare/contrast, cause/effect, process) that:</p> <ol style="list-style-type: none"> includes background information to establish the thesis (hypothesis, essential question), as appropriate, states a thesis (hypothesis, essential question) with a narrow focus, includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples, or reasons, communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate, attributes sources of information, as appropriate,

<p>ELL V</p> <p>Writing Applications</p> <p>(continued)</p>	<p>Advanced cont.</p> <p>4. Write scientific procedures and lab reports that structure ideas and arguments in a sustained and logical fashion, including positions that are defended with precise and relevant evidence and specific rhetorical devices to back up assertions (e.g., via an appeal to logic through reasoning; via an appeal to emotion or ethical belief). (s)</p> <p>5. Create inductive and deductive arguments concerning geometric ideas and relationships.</p> <p>Functional</p> <p>6. Write a purposeful and succinct work-related document in a conventional format (e.g., application, minutes, memo, cover letter).</p> <p>Persuasive</p> <p>7. Write persuasive text that states a position or makes a claim, structures ideas, presents detailed evidence, and acknowledges and refutes opposing arguments.</p>	<p>(no correlation)</p> <p>(no correlation)</p> <p>Strand 3: Writing Applications (Grade 12) Concept 3: Functional</p> <p>PO 1. Write a work-related document (e.g., resume, application essay) that:</p> <p>a. presents information purposefully and succinctly to meet the needs of the intended audience, and</p> <p>b. follows a conventional format.</p> <p>Strand 3: Writing Applications (Grade 12) Concept 4: Persuasive</p> <p>PO 1. Write a persuasive composition (e.g. speech, editorial, letter to the editor, public service announcement) that:</p> <p>a. states a position or claim,</p> <p>b. presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals,</p> <p>c. attributes sources of information when appropriate,</p> <p>d. structures ideas, and</p> <p>e. acknowledges and refutes opposing arguments.</p>
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Standard English Conventions	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will identify and apply conventions of standard English in his or her communications.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Identify and use correct <i>capitalization</i>, including proper nouns (product names, academic courses, place and regional names), titles, and proper adjectives. 2. Identify and use, with some errors, <i>punctuation</i>, including <ul style="list-style-type: none"> • commas to punctuate items in a series, greetings and closings of letters, dates, introductory words, direct address, interrupters, and compound sentences; • quotation marks for dialogue, titles, and exact words from sources; • colons to punctuate time and business letters; and • apostrophes to punctuate contractions and singular possessives. 3. Use common spelling patterns and generalizations to spell words correctly. 4. Identify and use, with few errors, <i>verb tenses</i>, including irregular past, present perfect, present perfect progressive, present real conditional, and habitual past. 	<p>Strand 2: Writing Elements (Grade 6)</p> <p>Concept 6: Conventions</p> <p>PO 1. Use capital letters correctly for:</p> <ol style="list-style-type: none"> a. proper nouns, <ol style="list-style-type: none"> c. holidays d. product names e. languages f. historical events g. organizations h. academic courses (e.g., algebra/Algebra I) i. place j. regional names (e.g., West Coast) b. words used as names (e.g., Grandpa, Aunt Lyn), c. literary titles (i.e., story, poem, play, song), d. titles, e. abbreviations, and f. proper adjectives. <p>PO 2. Use commas to punctuate:</p> <ol style="list-style-type: none"> a. items in a series, b. greetings and closings of letters, c. introductory words, d. direct address, e. interrupters, and f. compound sentences. <p>PO 3. Use quotation marks to punctuate:</p> <ol style="list-style-type: none"> a. dialogue, b. titles of short works (e.g., chapter, story, article, song, poem), and c. exact words from sources. <p>PO 5. Use colons to punctuate business letter salutations.</p> <p>PO 6. Use apostrophes to punctuate:</p> <ol style="list-style-type: none"> a. contractions, and b. singular possessives. <p>PO 7. Spell high frequency words correctly.</p> <p>PO 8. Use common spelling patterns/generalizations to spell words correctly.</p> <p>(no correlation)</p>

<p style="text-align: center;">ELL V</p> <p style="text-align: center;">Standard English Conventions</p> <p style="text-align: center;">(continued)</p>	<p>Beginning cont.</p> <p>5. Identify and use, with some errors, nouns, verbs, personal pronouns, adjectives, conjunctions, and adverbs in simple sentences.</p> <p>6. Use paragraph breaks correctly to indicate an organizational structure some of the time.</p> <p>7. Identify and use, with few errors, <i>subject-verb agreement</i>, in simple and compound sentences.</p>	<p>Strand 2: Writing Elements (Grade 6) Concept 6: Conventions</p> <p>PO 12. Use the following parts of speech correctly in simple sentences:</p> <ol style="list-style-type: none"> a. nouns, b. action/linking verbs, c. personal pronouns, d. adjectives, e. adverbs, f. conjunctions, g. prepositions, and h. interjections. <p>PO 11. Use paragraph breaks to indicate an organizational structure.</p> <p>PO 13. Use subject-verb agreement in simple and compound sentences.</p>
	<p>Early Intermediate</p> <p>1. Identify and use correct <i>capitalization</i>.</p> <p>2. Identify and use, with some errors, <i>punctuation</i>, including</p> <ul style="list-style-type: none"> • commas to punctuate items in a series, greetings and closings of letters, dates, introductory words and clauses, direct address, interrupters, compound sentences, appositives, and dialogue; 	<p>Strand 2: Writing Elements (Grade 7) Concept 6: Conventions</p> <p>PO 1. Use capital letters correctly for:</p> <ol style="list-style-type: none"> a. proper nouns, <ul style="list-style-type: none"> • holidays • product names • languages • historical events • organizations • academic courses (e.g., <i>algebra/Algebra I</i>) • place • regional names (e.g., West Coast) b. words used as names (e.g., Grandpa, Aunt Lyn), c. literary titles (i.e., book, story, poem, play, song), d. titles, e. abbreviations, and f. proper adjectives. <p>PO 2. Use commas to correctly punctuate:</p> <ol style="list-style-type: none"> a. items in a series, b. greetings and closings of letters, c. introductory words and clauses, d. direct address, e. interrupters,

<p style="text-align: center;">ELL V</p> <p style="text-align: center;">Standard English Conventions</p> <p style="text-align: center;">(continued)</p>	<p>Early Intermediate cont.</p> <ul style="list-style-type: none"> • quotation marks for dialogue, titles, and exact words from sources; • colons to punctuate time and business letters; • apostrophes to punctuate contractions and singular and plural possessives; and • italics and underlining to indicate titles. <p>3. <i>Spell</i> correctly.</p> <p>4. Identify and use, with some errors, <i>verb tenses</i>, including past perfect, future perfect, future perfect progressive, present unreal conditional, and three-part phrasal verbs.</p> <p>5. Identify and use, with some errors, nouns, action and linking verbs, personal pronouns, adjectives, conjunctions, adverbs, prepositions, and interjections in simple sentences.</p> <p>6. Use paragraph breaks correctly to indicate an organizational structure most of the time.</p> <p>7. Use <i>subject-verb agreement</i> in compound sentences and employ, with few errors, proper word order in sentences.</p>	<p>f. compound sentences, and</p> <p>g. appositives.</p> <p>PO 3. Use quotation marks to punctuate:</p> <p>a. dialogue,</p> <p>b. titles of short works (e.g., chapter, story, article, song, poem), and</p> <p>c. exact words from sources.</p> <p>PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series).</p> <p>PO 5. Use a colon to punctuate business letter salutations.</p> <p>PO 6. Use apostrophes to punctuate:</p> <p>a. contractions,</p> <p>b. singular possessive, and</p> <p>c. plural possessives.</p> <p>PO 7. Spell high frequency words correctly.</p> <p>PO 8. Use common spelling patterns/generalizations to spell words correctly.</p> <p>(no correlation)</p> <p>PO 12. Use the following parts of speech correctly in simple sentences:</p> <p>a. nouns,</p> <p>b. action/linking verbs,</p> <p>c. personal pronouns,</p> <p>d. adjectives,</p> <p>e. adverbs,</p> <p>f. conjunctions,</p> <p>g. prepositions, and</p> <p>h. interjections.</p> <p>PO 11. Use paragraph breaks to indicate an organizational structure.</p> <p>PO 13. Use subject/verb agreement in simple, compound, and complex sentences.</p>
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<p style="text-align: center;">ELL V</p> <p style="text-align: center;">Standard English Conventions</p> <p style="text-align: center;">(continued)</p>	<p>Intermediate cont.</p> <p>4. Identify and use, with few errors, <i>verb tenses</i>, including past perfect, future perfect, future perfect progressive, present unreal conditional, and three-part phrasal verbs.</p> <p>5. Identify and use, with few errors, nouns, action and linking verbs, personal pronouns, adjectives, conjunctions, adverbs, prepositions, and interjections in simple sentences.</p> <p>6. Use transitional devices and paragraph breaks to reinforce the organizational structure.</p> <p>7. Use <i>subject-verb agreement</i> in compound and complex sentences and employ, with few errors, proper word order.</p>	<p>Strand 2: Writing Elements (Grade 8) Concept 6: Conventions</p> <p>(no correlation)</p> <p>PO 12. Use the following parts of speech correctly in simple sentences:</p> <ol style="list-style-type: none"> a. nouns, b. action/linking verbs, c. personal pronouns, d. adjectives, e. adverbs, f. conjunctions, g. prepositions, and h. interjections. <p>PO 11. Use paragraph breaks to indicate an organizational structure.</p> <p>Strand 2: Writing Elements (Grade 8) Concept 2: Organization</p> <p>PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).</p> <p>Strand 2: Writing Elements (Grade 8) Concept 6: Conventions</p> <p>PO 13. Use subject-verb agreement in simple, compound, and complex sentences.</p>
	<p>Early Advanced</p> <p>1. Identify and use correct <i>capitalization</i>.</p>	<p>Strand 2: Writing Elements (Grades 9-10) Concept 6: Conventions</p> <p>PO 1. Use capital letters correctly for:</p> <ol style="list-style-type: none"> a. proper nouns, <ul style="list-style-type: none"> • holidays • product names • languages • historical events • organizations • academic courses (e.g., algebra/Algebra I) • place • regional names (e.g., West Coast) b. words used as names (e.g., Grandpa, Aunt Lyn),

<p style="text-align: center;">ELL V</p> <p style="text-align: center;">Standard English Conventions</p> <p style="text-align: center;">(continued)</p>	<p>Early Advanced cont.</p> <p>2. Identify and use, with few error, <i>punctuation</i>, including commas, quotation marks, colons (time, business letters, sentences introducing lists), semi-colons, apostrophes, hyphens, dashes, parentheses, ellipses, and brackets.</p> <p>3. <i>Spell</i> correctly.</p> <p>4. Identify and use, with some errors, <i>verb tenses</i>, including past perfect progressive, past unreal conditional, and modals in past tense.</p> <p>5. Demonstrate control of grammar and usage in writing, with few errors, including subject-verb agreement, pronoun-antecedent agreement (personal, relative, indefinite), and modifier placement.</p>	<p>c. literary titles (i.e., book, story, poem, play, song), d. titles, e. abbreviations, and f. proper adjectives (e.g., German Shepherd, Chinese restaurant).</p> <p>PO 2. Use commas to punctuate: a. items in a series, b. greetings and closings of letters, c. introductory words, d. direct address, e. interrupters, f. compound sentences, g. appositives, and h. dialogue.</p> <p>PO 3. Use quotation marks to punctuate: a. dialogue, b. titles of short works (e.g., chapter, story, article, song, poem), and c. exact words from sources.</p> <p>PO 4. Use underlining or italics to correctly identify titles and vessels (e.g., ships, spacecrafts, planes, trains).</p> <p>PO 5. Use colons to punctuate business letter salutations and sentences introducing long lists.</p> <p>PO 6. Use semicolons to punctuate compound and compound-complex sentences when appropriate.</p> <p>PO 7. Use apostrophes to punctuate: a. contractions, b. singular possessive, and c. plural possessives.</p> <p>PO 8. Use hyphens, dashes, parentheses, ellipses and brackets correctly.</p> <p>PO 9. Spell words correctly.</p> <p>(no correlation)</p> <p>PO 11. Demonstrate control of grammar and usage in writing: a. parts of speech, b. verb forms and tenses,</p>
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<p style="text-align: center;">ELL V</p> <p style="text-align: center;">Standard English Conventions</p> <p style="text-align: center;">(continued)</p>	<p>Early Advanced cont.</p> <p>6. Use transitional devices and paragraph breaks, with some errors, to reinforce the organizational structure, varied sentence structures, with phrases and clauses, and the active voice.</p> <p>7. Use appropriate format, according to type of writing, to cite sources (i.e., Chicago, APA, MLA, UPI, any other recognized style manual).</p>	<p>c. subject/verb agreement, d. pronoun/antecedent agreement, e. parallel structure, f. comparative and superlative degrees of adjectives, g. modifier placement, and h. homonyms.</p> <p>PO 10. Use paragraph breaks to reinforce the organizational structure, including dialogue.</p> <p>Strand 2: Writing Elements (Grade 10) Concept 2: Organization</p> <p>PO 4. Use effective transitions among all elements (sentences, paragraphs, and ideas).</p> <p>Strand 2: Writing Elements (Grades 9-10) Concept 6: Conventions</p> <p>PO 12. Use appropriate format, according to type of writing, to cite sources (i.e., Chicago, APA, MLA, UPI, any other recognized style manual).</p>
	<p>Advanced</p> <p>1. Identify and use correct <i>capitalization</i>.</p>	<p>Strand 2: Writing Elements (Grades 11-12) Concept 6: Conventions</p> <p>PO 1. Use capital letters correctly for:</p> <p>a. proper nouns,</p> <ul style="list-style-type: none"> • holidays • product names • languages • historical events • organizations • academic courses (e.g., algebra/Algebra I) • place • regional names (e.g., West Coast) <p>b. words used as names (e.g., Grandpa, Aunt Lyn), c. literary titles (i.e., book, story, poem, play, song), d. titles, e. abbreviations, and f. proper adjectives (e.g., German Shepherd, Chinese restaurant).</p>

<p style="text-align: center;">ELL V</p> <p style="text-align: center;">Standard English Conventions</p> <p style="text-align: center;">(continued)</p>	<p>Advanced cont.</p> <p>2. Identify and use, with few to no errors, <i>punctuation</i>, including commas, quotation marks, colons (time, business letters, sentences introducing lists), semi-colons, apostrophes, hyphens, dashes, parentheses, ellipses, and brackets.</p> <p>3. <i>Spell</i> correctly.</p> <p>4. Identify and use, with few errors, <i>verb tenses</i>, including past perfect progressive, past unreal conditional, and modals in past tense.</p> <p>5. Demonstrate control of grammar and usage in writing, with few errors, including subject-verb agreement, pronoun-antecedent agreement (personal, relative, indefinite, demonstrative interrogative, reflexive forms), modifier placement, and parallel structure.</p>	<p>Strand 2: Writing Elements (Grades 11-12)</p> <p>Concept 6: Conventions</p> <p>PO 2. Use commas to punctuate:</p> <ol style="list-style-type: none"> a. items in a series, b. greetings and closings of letters, c. introductory words, d. direct address, e. interrupters, f. compound sentences, g. appositives, and h. dialogue. <p>PO 3. Use quotation marks to punctuate:</p> <ol style="list-style-type: none"> a. dialogue, b. titles of short works (e.g., chapter, story, article, song, poem), and c. exact words from sources. <p>PO 4. Use underlining or italics to correctly identify titles and vessels (e.g., ships, spacecrafts, planes, trains).</p> <p>PO 5. Use colons to punctuate business letter salutations and sentences introducing long lists.</p> <p>PO 6. Use semicolons to punctuate compound and compound-complex sentences when appropriate.</p> <p>PO 7. Use apostrophes to punctuate:</p> <ol style="list-style-type: none"> a. contractions, b. singular possessive, and c. plural possessives. <p>PO 8. Use hyphens, dashes, parentheses, ellipses and brackets correctly.</p> <p>PO 9. Spell words correctly.</p> <p>(no correlation)</p> <p>PO 11. Demonstrate control of grammar and usage in writing:</p> <ol style="list-style-type: none"> a. parts of speech, b. verb forms and tenses, c. subject/verb agreement, d. pronoun/antecedent agreement, e. parallel structure, f. comparative and superlative degrees of adjectives, g. modifier placement, and h. homonyms.
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<p style="text-align: center;">ELL V</p> <p style="text-align: center;">Standard English Conventions</p> <p style="text-align: center;">(continued)</p>	<p>Advanced cont.</p> <p>6. Use transitional devices and paragraph breaks, with few errors, to reinforce the organizational structure, varied sentence structures, with phrases and clauses, and the active voice.</p> <p>7. Use appropriate format, according to type of writing, to cite sources (i.e., Chicago, APA, MLA, UPI, any other recognized style manual).</p>	<p>PO 10. Use paragraph breaks to reinforce the organizational structure, including dialogue.</p> <p>Strand 2: Writing Elements (Grade 12) Concept 2: Organization</p> <p>PO 4. Use effective transitions among all elements (sentences, paragraphs, and ideas).</p> <p>Strand 2: Writing Elements (Grades 11-12) Concept 6: Conventions</p> <p>PO 12. Use appropriate format, according to type of writing, to cite sources (i.e., Chicago, APA, MLA, UPI, any other recognized style manual).</p>
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Writing Process	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>Students use the steps of the writing process as a writing piece moves toward completion.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Generate and organize ideas for writing and maintain a record. 2. Determine the purpose and the intended audience of a writing piece. 3. Use many organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing. 4. Use time-management strategies, when appropriate, to produce a writing product within a set time period. 5. Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft. 	<p>Strand 1: Writing Process (Grade 6) Concept 1: Prewriting</p> <p>PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material, or other sources). PO 6. Maintain a record (e.g., lists, pictures, journals, folders, notebooks) of writing ideas.</p> <p>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece. PO 3. Determine the intended audience of a writing piece.</p> <p>Strand 1: Writing Process (Grade 6) Concept 2: Drafting</p> <p>PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.</p> <p>Strand 1: Writing Process (Grade 6) Concept 1: Prewriting</p> <p>PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.</p> <p>PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.</p> <p>Strand 1: Writing Process (Grade 6) Concept 3: Revising</p> <p>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style. PO 5. Add transitional words, phrases, and/or sentences to clarify meaning or enhance the writing style.</p>

<p style="text-align: center;">ELL V</p> <p>Writing Process</p> <p>(continued)</p>	<p>Beginning cont.</p> <p>6. Occasionally delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</p> <p>7. Consistently prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</p>	<p>PO 6. Use a variety of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft.</p> <p>PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</p> <p>PO 8. Use resources and reference materials to select more precise vocabulary.</p> <p>PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</p> <p>Strand 1: Writing Process (Grade 6) Concept 5: Publishing</p> <p>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</p>
	<p>Early Intermediate</p> <p>1. Generate and organize ideas for writing and maintain a record.</p> <p>2. Determine the purpose and the intended audience of a writing piece.</p> <p>3. Use a wide variety of organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.</p> <p>4. Use time-management strategies, when appropriate, to produce a writing product within a set time period.</p>	<p>Strand 1: Writing Process (Grade 7) Concept 1: Prewriting</p> <p>PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material or other sources).</p> <p>PO 6. Maintain a record (e.g., lists, pictures, journals, folders, notebooks) of writing ideas.</p> <p>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.</p> <p>PO 3. Determine the intended audience of a writing piece.</p> <p>Strand 1: Writing Process (Grade 7) Concept 1: Prewriting</p> <p>PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.</p> <p>PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.</p>

<p style="text-align: center;">ELL V</p> <p>Writing Process (continued)</p>	<p>Early Intermediate cont.</p> <p>5. Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft.</p> <p>6. Sometimes delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</p> <p>7. Consistently prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</p>	<p>Strand 1: Writing Process (Grade 7) Concept 3: Revising</p> <p>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.</p> <p>PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.</p> <p>PO 5. Add transitional words, phrases, and/or sentences to clarify meaning or enhance the writing style.</p> <p>PO 6. Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.</p> <p>PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</p> <p>PO 8. Use resources and reference materials to select more precise vocabulary.</p> <p>PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</p> <p>Strand 1: Writing Process (Grade 7) Concept 5: Publishing</p> <p>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</p>
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<p style="text-align: center;">ELL V</p> <p>Writing Process (continued)</p>	<p>Intermediate</p> <ol style="list-style-type: none"> 1. Generate and organize ideas for writing and maintain a record. 2. Determine the purpose and the intended audience of a writing piece. 3. Use a wide variety of organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing. 4. Use time-management strategies, when appropriate, to produce a writing product within a set time period. 5. Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft. 	<p>Strand 1: Writing Process (Grade 8) Concept 1: Prewriting</p> <p>PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material, or other sources).</p> <p>PO 6. Maintain a record (e.g., lists, pictures, journals, folders, notebooks) of writing ideas.</p> <p>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.</p> <p>PO 3. Determine the intended audience of a writing piece.</p> <p>Strand 1: Writing Process (Grade 8) Concept 2: Drafting</p> <p>PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.</p> <p>Strand 1: Writing Process (Grade 8) Concept 1: Prewriting</p> <p>PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.</p> <p>PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.</p> <p>Strand 1: Writing Process (Grade 8) Concept 3: Revising</p> <p>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.</p> <p>PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.</p> <p>PO 5. Add transitional words, phrases, and/or sentences to clarify meaning or enhance the writing style.</p> <p>PO 6. Use a variety of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft.</p> <p>PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</p> <p>PO 8. Use resources and reference materials to select more precise vocabulary.</p>
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<p>ELL V</p> <p>Writing Process</p> <p>(continued)</p>	<p>Intermediate cont.</p> <ol style="list-style-type: none"> 6. Often delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose. 7. Consistently prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose. 	<p>Strand 1: Writing Process (Grade 8)</p> <p>Concept 3: Revising</p> <p>PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</p> <p>Strand 1: Writing Process (Grade 8)</p> <p>Concept 5: Publishing</p> <p>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</p>
	<p>Early Advanced</p> <ol style="list-style-type: none"> 1. Generate and organize ideas for writing and maintain a record. 2. Determine the purpose and the intended audience of a writing piece, and establish a controlling idea appropriate to the type of writing. 3. Use a wide variety of organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing, and establish a recognizable controlling idea appropriate to the type of writing. 	<p>Strand 1: Writing Process (Grade 10)</p> <p>Concept 1: Prewriting</p> <p>PO 1. Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, graphic organizers, record of writing ideas and discussion, printed material or other sources).</p> <p>PO 6. Maintain a record (e.g., lists, pictures, journals, folders, notebooks) of writing ideas.</p> <p>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.</p> <p>PO 3. Determine the intended audience of a writing piece.</p> <p>PO 4. Establish a controlling idea appropriate to the type of writing.</p> <p>PO 4. Establish a controlling idea appropriate to the type of writing.</p> <p>PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.</p>

<p style="text-align: center;">ELL V</p> <p>Writing Process</p> <p>(continued)</p>	<p>Early Advanced cont.</p> <p>4. Use time-management strategies, when appropriate, to produce a writing product within a set time period.</p> <p>5. Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft.</p> <p>6. Consistently delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</p> <p>7. Consistently prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</p>	<p>PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.</p> <p>Strand 1: Writing Process (Grade 10) Concept 3: Revising</p> <p>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.</p> <p>PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.</p> <p>PO 5. Add transitional words, phrases, and/or sentences to clarify meaning or enhance the writing style.</p> <p>PO 6. Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.</p> <p>PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</p> <p>PO 8. Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.</p> <p>Strand 1: Writing Process (Grade 10) Concept 3: Revising</p> <p>PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</p> <p>Strand 1: Writing Process (Grade 10) Concept 5: Publishing</p> <p>PO 1. Prepare writing that follows a format appropriate for the purpose (e.g., for display, sharing with others, submitting to a publication).</p>
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<p style="text-align: center;">ELL V</p> <p>Writing Process (continued)</p>	<p>Advanced</p> <ol style="list-style-type: none"> 1. Generate and organize ideas for writing and maintain a record. 2. Determine the purpose and the intended audience of a writing piece, and establish a controlling idea appropriate to the type of writing. 3. Use a wide variety of organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing, and establish a focused controlling idea appropriate to the type of writing. 4. Use time-management strategies, when appropriate, to produce a writing product within a set time period. 5. Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft. 	<p>Strand 1: Writing Process (Grade 12) Concept 1: Prewriting</p> <p>PO 1. Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, graphic organizers, record of writing ideas and discussion, printed material or other sources).</p> <p>PO 6. Maintain a record (e.g., lists, pictures, journals, folders, notebooks) of writing ideas.</p> <p>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.</p> <p>PO 3. Determine the intended audience of a writing piece.</p> <p>PO 4. Establish a controlling idea appropriate to the type of writing.</p> <p>PO 4. Establish a controlling idea appropriate to the type of writing.</p> <p>PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.</p> <p>PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.</p> <p>Strand 1: Writing Process (Grade 12) Concept 3: Revising</p> <p>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.</p> <p>PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.</p> <p>PO 5. Add transitional words, phrases, and/or sentences to clarify meaning or enhance the writing style.</p> <p>PO 6. Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.</p> <p>PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</p> <p>PO 8. Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.</p>
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<p style="text-align: center;">ELL V</p> <p>Writing Process (continued)</p>	<p>Advanced cont.</p> <ol style="list-style-type: none"> 6. Consistently delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose. 7. Consistently prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose. 	<p>Strand 1: Writing Process (Grade 12) Concept 3: Revising</p> <p>PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</p> <p>Strand 1: Writing Process (Grade 12) Concept 5: Publishing</p> <p>PO 1. Prepare writing that follows a format appropriate for the purpose (e.g., for display, sharing with others, submitting to a publication).</p>
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Writing Elements	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will integrate elements of effective writing to develop engaging and focused text.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Use the writing process to produce text up to three paragraphs long in various genres (defined in the previous section) that includes (s) <ol style="list-style-type: none"> a. identifiable <i>main ideas</i> that are moderately clear and related to the topic and use relevant detail suited to audience and purpose to support those ideas; b. an <i>organization</i> that includes a recognizable organization, some relationship among ideas, use of transitional or signal words, and appropriately placed details; c. a <i>voice</i> that demonstrates awareness of audience, yet some elements may be unevenly developed; d. varied <i>word choices</i> that are specific, accurate in a manner that conveys the intended message; and e. good control over simple and compound <i>sentence structures</i> with some variety of sentence beginnings. 	<p>Strand 2: Writing Components (Grade 6) Concept 1: Ideas and Content PO 1. Use clear, focused ideas, and details to support the topic. PO 2. Provide content and selected details that are well-suited to audience and purpose. PO 3. Develop a sufficient explanation or exploration of the topic.</p> <p>Strand 2: Writing Components (Grade 6) Concept 2: Organization PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay). PO 2. Develop a strong beginning or introduction that draws in the reader. PO 3. Place details appropriately to support the main idea. PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).</p> <p>Strand 2: Writing Components (Grade 6) Concept 3: Voice PO 1. Show awareness of the audience through word choice and style. PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing. PO 3. Use language appropriate for the topic and purpose. PO 4. Choose appropriate voice (e.g., formal, informal) for the audience and purpose.</p> <p>Strand 2: Writing Components (Grade 6) Concept 4: Word Choice PO 1. Use accurate, specific, powerful words that effectively convey the intended message. PO 3. Use vocabulary that is original, varied, and natural.</p> <p>Strand 2: Writing Components (Grade 6) Concept 5: Fluency PO 1. Write simple and compound sentences. PO 2. Write sentences that flow together and sound natural when read aloud. PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.</p>

<p style="text-align: center;">ELL V</p> <p>Writing Elements (continued)</p>	<p>Early Intermediate</p> <ol style="list-style-type: none"> 1. Use the writing process to produce text up to four paragraphs long in various genres (defined in the previous section) that includes (s) <ul style="list-style-type: none"> • <i>main ideas</i> that are clear and contain relevant supporting details that develop a sufficient explanation or exploration of the topic so the reader knows where the writer is headed; • an <i>organization</i> that creates a beginning that captures the reader’s interest and an ending that provides a sense of resolution, demonstrates some logic in sequencing, and creates some transitions between ideas; • a <i>voice</i> that conveys sincerity as well as awareness of audience and purpose; • accurate and specific <i>word choices</i> and phrases appropriate to topic, audience, and style of writing; and • variety in <i>sentence</i> beginnings, lengths, and structures to enhance the flow of the writing with sound control of simple and compound sentence structures and some control over complex sentences. 	<p>Strand 2: Writing Components (Grade 7) Concept 1: Ideas and Content</p> <p>PO 1. Use clear, focused ideas and details to support the topic.</p> <p>PO 2. Provide content and selected details that are well-suited to audience and purpose.</p> <p>PO 3. Develop a sufficient explanation or exploration of the topic.</p> <p>PO 4. Include ideas and details that show original perspective.</p> <p>Strand 2: Writing Components (Grade 7) Concept 2: Organization</p> <p>PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).</p> <p>PO 2. Develop a strong beginning or introduction that draws in the reader.</p> <p>PO 3. Place details appropriately to support the main idea.</p> <p>PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).</p> <p>PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).</p> <p>PO 6. Create an ending that provides a sense of resolution or closure.</p> <p>Strand 2: Writing Components (Grade 7) Concept 3: Voice</p> <p>PO 1. Show awareness of the audience through word choice and style.</p> <p>PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.</p> <p>PO 3. Use language appropriate for the topic and purpose.</p> <p>PO 4. Choose appropriate voice (e.g., formal, informal, academic discourse) for the audience and purpose.</p> <p>Strand 2: Writing Components (Grade 7) Concept 4: Word Choice</p> <p>PO 1. Use accurate, specific, powerful words that effectively convey the intended message.</p> <p>PO 2. Use words that consistently support style and type of writing.</p> <p>PO 3. Use vocabulary that is original, varied, and natural.</p> <p>PO 4. Use literal and figurative language where appropriate to purpose.</p>
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<p>ELL V</p> <p>Writing Elements</p> <p>(continued)</p>	<p>Early Intermediate cont.</p>	<p>Strand 2: Writing Components (Grade 7)</p> <p>Concept 5: Fluency</p> <p>PO 1. Write simple, compound, and complex sentences.</p> <p>PO 2. Write sentences that flow together and sound natural when read aloud.</p> <p>PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.</p>
	<p>Intermediate</p> <ol style="list-style-type: none"> 1. Use the writing process to produce text up to four paragraphs long in various genres (defined in the previous section) that includes (s) (ss) <ol style="list-style-type: none"> a. <i>main ideas</i> that are clear, contain relevant supporting details that develop a sufficient explanation or exploration of the topic, show original perspective, and are well-suited to audience and purpose; b. an <i>organization</i> that enhances the central ideas with a logical organizing principle, constructs paragraphs that group sentences around a topic, places details appropriately, and creates smooth and effective transitions between all elements of the writing (sentences, paragraphs, ideas); c. an individual, engaging <i>voice</i> that uses language appropriate to audience, purpose, and topic (e.g., formal, informal, academic discourse); d. original, varied, and natural <i>word choices</i> and phrases that convey the intended meaning and support the style and type of writing as well as use figurative language where effective and appropriate to purpose; and e. variety in <i>sentence</i> length, structure, and complexity, including simple, compound, and complex sentences that flow together and sound natural when read aloud. 	<p>Strand 2: Writing Components (Grade 8)</p> <p>Concept 1: Ideas and Content</p> <p>PO 1. Use clear, focused ideas and details to support the topic.</p> <p>PO 2. Provide content and selected details that are well-suited to audience and purpose.</p> <p>PO 3. Develop a sufficient explanation or exploration of the topic.</p> <p>PO 4. Include ideas and details that show original perspective.</p> <p>Strand 2: Writing Components (Grade 8)</p> <p>Concept 2: Organization</p> <p>PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).</p> <p>PO 2. Develop a strong beginning or introduction that draws in the reader.</p> <p>PO 3. Place details appropriately to support the main idea.</p> <p>PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).</p> <p>PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).</p> <p>PO 6. Create an ending that provides a sense of resolution or closure.</p>

<p style="text-align: center;">ELL V</p> <p>Writing Elements</p> <p>(continued)</p>	<p>Intermediate cont.</p>	<p>Strand 2: Writing Components (Grade 8) Concept 3: Voice PO 1. Show awareness of the audience through word choice and style. PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing. PO 3. Use language appropriate for the topic and purpose. PO 4. Choose appropriate voice (e.g., formal, informal, academic discourse) for the application.</p> <p>Strand 2: Writing Components (Grade 8) Concept 4: Word Choice PO 1. Use accurate, specific, powerful words that effectively convey the intended message. PO 2. Use words that consistently support style and type of writing. PO 3. Use vocabulary that is original, varied, and natural. PO 4. Use literal and figurative language where appropriate to purpose.</p> <p>Strand 2: Writing Components (Grade 8) Concept 5: Fluency PO 1. Write simple, compound, and complex sentences. PO 2. Write sentences that flow together and sound natural when read aloud. PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing. PO 4. Use effective and natural dialogue when appropriate.</p>
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<p style="text-align: center;">ELL V</p> <p>Writing Elements (continued)</p>	<p>Early Advanced</p> <ol style="list-style-type: none"> 1. Use the writing process to produce text up to five paragraphs long in various genres (defined in the previous section) that includes (s) <ol style="list-style-type: none"> a. <i>main ideas</i> that maintain a clear, narrow focus to support the topic; contain relevant supporting details that develop a sufficient explanation or exploration of the topic, show original perspective, and are well-suited to audience and purpose; b. an <i>organization</i> that enhances the central ideas with a logical organizing principle (topical, chronological, spatial), constructs paragraphs that group sentences around a topic, places details appropriately, and creates smooth and effective transitions between all elements of the writing (sentences, paragraphs, ideas); c. an individual, engaging <i>voice</i> that uses language appropriate to audience, purpose, and topic (e.g., formal, informal, academic discourse); d. original, varied, and natural <i>word choices</i> and phrases that convey the intended meaning and support the style and type of writing as well as use figurative language where effective and appropriate to purpose; and e. variety in <i>sentence</i> length, structure, and complexity, including simple, compound, and complex sentences that flow together and sound natural when read aloud. 	<p>Strand 2: Writing Components (Grade 10) Concept 1: Ideas and Content</p> <p>PO 1. Maintain a clear, narrow focus to support the topic. PO 2. Write with an identifiable purpose and for a specific audience. PO 3. Provide sufficient, relevant, and carefully selected details for support. PO 4. Demonstrate a thorough, balanced explanation of the topic. PO 5. Include ideas and details that show original perspective and insights.</p> <p>Strand 2: Writing Components (Grade 10) Concept 2: Organization</p> <p>PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay). PO 2. Include a strong beginning or introduction that draws in the reader. PO 3. Place details appropriately to support the main idea. PO 4. Use effective transitions among all elements (sentences, paragraphs, and ideas).</p> <p>Strand 2: Writing Components (Grade 10) Concept 3: Voice</p> <p>PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience. PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing. PO 3. Choose appropriate voice (e.g., formal, informal, academic discourse) for the application. PO 4. Use engaging and expressive language that shows a commitment to the topic. PO 5. Use language appropriate to purpose, topic, and audience.</p> <p>Strand 2: Writing Components (Grade 10) Concept 4: Word Choice</p> <p>PO 1. Use accurate, specific, powerful words that effectively convey the intended message. PO 2. Use vocabulary that is original, varied, and natural. PO 3. Use words that evoke clear images.</p>
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<p>ELL V</p> <p>Writing Elements</p> <p>(continued)</p>	<p>Early Advanced cont.</p>	<p>PO 4. Use literal and figurative language intentionally when appropriate.</p> <p>Strand 2: Writing Components (Grade 10) Concept 5: Fluency</p> <p>PO 1. Use a variety of sentence structures (simple, compound, complex, and compound-complex) and lengths to reinforce relationships among ideas and to enhance the flow of the writing.</p> <p>PO 2. Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing.</p> <p>PO 3. Demonstrate a flow that is natural and powerful when read aloud.</p>
	<p>Advanced</p> <ol style="list-style-type: none"> 1. Use the writing process to produce text up to five paragraphs long in various genres (defined in the previous section) that includes (s) <ol style="list-style-type: none"> a. clear and focused <i>ideas</i> that are well-supported with ample and carefully selected details and develop a thorough, balanced explanation or exploration of the topic, show original perspective and insights, and are well-suited to audience and purpose; b. a clear and coherent <i>organization</i> that showcases the central ideas and contains thoughtful and effective transitions among all elements; c. a <i>voice</i> that is engaging and committed to the topic and shows a strong connection to the audience; d. effective <i>word choices</i> and phrases that evoke clear images and use literal and figurative language intentionally (avoiding clichés); and e. writing that is fluent with easy flow and rhythm, and extensive variation in sentence beginnings, lengths, and patterns to reinforce relationships among ideas, including compound- complex <i>sentence</i> structures. 	<p>Strand 2: Writing Components (Grade 12) Concept 1: Ideas and Content</p> <p>PO 1. Maintain a clear, narrow focus to support the topic.</p> <p>PO 2. Write with an identifiable purpose and for a specific audience.</p> <p>PO 3. Provide sufficient, relevant, and carefully selected details for support.</p> <p>PO 4. Demonstrate a thorough, balanced explanation of the topic.</p> <p>PO 5. Include ideas and details that show original perspective and insights.</p> <p>Strand 2: Writing Components (Grade 12) Concept 2: Organization</p> <p>PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).</p> <p>PO 2. Include a strong beginning or introduction that draws in the reader.</p> <p>PO 3. Place details appropriately to support the main idea.</p> <p>PO 4. Use effective transitions among all elements (sentences, paragraphs, and ideas).</p>

<p style="text-align: center;">ELL V</p> <p>Writing Elements</p> <p style="text-align: center;">(continued)</p>	<p>Advanced cont.</p>	<p>Strand 2: Writing Components (Grade12) Concept 3: Voice</p> <p>PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.</p> <p>PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing.</p> <p>PO 3. Choose appropriate voice (e.g., formal, informal, academic discourse) for the application.</p> <p>PO 4. Use engaging and expressive language that shows a commitment to the topic.</p> <p>PO 5. Use language appropriate to purpose, topic, and audience.</p> <p>Strand 2: Writing Components (Grade 12) Concept 4: Word Choice</p> <p>PO 1. Use accurate, specific, powerful words and phrases that effectively convey the intended message.</p> <p>PO 2. Use vocabulary that is original, varied, and natural.</p> <p>PO 3. Use words that evoke clear images.</p> <p>PO 4. Use literal and figurative language intentionally when appropriate.</p> <p>Strand 2: Writing Components (Grade 12) Concept 5: Fluency</p> <p>PO 1. Use a variety of sentence structures (simple, compound, complex, and compound-complex) and lengths to reinforce relationships among ideas and to enhance the flow of the writing.</p> <p>PO 2. Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing.</p> <p>PO 3. Demonstrate a flow that is natural and powerful when read aloud.</p>
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Research	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Collect information and logically organize notes on a given topic from a variety of appropriate sources (e.g., dictionary, thesaurus, encyclopedia, atlas, almanac, textbook, telephone directory, or newspaper), using independent learning strategies (e.g., graphic organizers). (s) 2. Record new questions and predictions based upon the data collected in a scientific investigation. (s) 3. List resources using a consistent format. 	<p>Reading Strand 3: Comprehending Informational Text (Grade 6) Concept 1: Expository Text</p> <p>PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences) of expository text. <u>(Connected to Research Strand in Writing)</u></p> <p>PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. <u>(Connected to Research Strand in Writing)</u></p> <p>Strand 3: Writing Applications (Grade 6) Concept 6: Research</p> <p>PO 1. Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes:</p> <ol style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source, and b. main idea(s) and relevant details. <p>Strand 3: Writing Applications (Grade 6) Concept 2: Expository</p> <p>PO 1. Record information (e.g., observations, notes, lists, charts, map labels, and legends) related to the topic.</p> <p>Strand 3: Writing Applications (Grade 6) Concept 6: Research</p> <p>PO 2. Write an informational report that includes:</p> <ol style="list-style-type: none"> a. a focused topic, b. appropriate facts and relevant details, c. a logical sequence, d. a concluding statement, and e. a list of sources used.

<p>ELL V</p> <p>Research</p> <p>(continued)</p>	<p>Beginning cont.</p> <p>4. Paraphrase information from at least one source (e.g., Internet, reference materials). (s) (ss)</p> <p>5. Produce group interactive reports, including:</p> <ul style="list-style-type: none"> • understanding the purpose of the project, • selecting a recorder, and • assigning other roles. 	<p>Strand 3: Writing Applications (Grade 6)</p> <p>Concept 6: Research</p> <p>PO 1. Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes:</p> <ol style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source, and b. main idea(s) and relevant details. <p>(no correlation)</p>
	<p>Early Intermediate</p> <p>1. Research information on academic topics using a broad range of reference materials (e.g., informational trade books, multimedia sources), and record relevant information from multiple sources in own words, using independent learning strategies (e.g., graphic organizers). (s) (ss)</p>	<p>Reading Strand 3: Comprehending Informational Text (Grades 6-8)</p> <p>Concept 1: Expository Text</p> <p>PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences) of expository text. <u>(Connected to Research Strand in Writing)</u></p> <p>PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. <u>(Connected to Research Strand in Writing)</u></p> <p>PO 8. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. <u>(Connected to Research Strand in Writing)</u></p> <p>Strand 3: Writing Applications (Grade 7)</p> <p>Concept 6: Research</p> <p>PO 1. Write a summary of information from sources (e.g., encyclopedias, websites, experts) that includes:</p> <ol style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source, and b. main idea(s) and relevant details.

<p>ELL V</p> <p>Research</p> <p>(continued)</p>	<p>Early Intermediate cont.</p> <ol style="list-style-type: none"> 2. Record reflections and questions around a controlling idea researched (e.g., <i>What insights did I gain after reading today's reading? How can I use what I have learned in my everyday life?</i>). (s) (m) 3. List resources using a consistent format and quote information, supplying citations. 4. Paraphrase information from a variety of sources using independent learning strategies (e.g., graphic organizers). (s) (ss) 5. Produce group interactive reports, including: <ul style="list-style-type: none"> • understanding the purpose of the project, • selecting a recorder, • assigning other roles, and • coming to consensus. (s) 	<p>Strand 3: Writing Applications (Grade 7) Concept 2: Expository</p> <p>PO 1. Record information (e.g., observations, notes, lists, charts, map labels, and legends) related to the topic.</p> <p>Strand 3: Writing Applications (Grade 7) Concept 2: Expository</p> <p>PO 1. Record information (e.g., observations, notes, lists, charts, map labels, and legends) related to the topic.</p> <p>Strand 3: Writing Applications (Grade 7) Concept 6: Research</p> <p>PO 2. Write an informational report that includes:</p> <ol style="list-style-type: none"> a. a focused topic, b. appropriate facts and relevant details, c. a logical sequence, d. concluding statement, and e. a list of sources used. <p>Strand 3: Writing Applications (Grade 7) Concept 6: Research</p> <p>PO 1. Write a summary of information from sources (e.g., encyclopedias, websites, experts) that includes:</p> <ol style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source, and b. main idea(s) and relevant details. <p>(no correlation)</p>
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<p>ELL V</p> <p>Research</p> <p>(continued)</p>	<p>Intermediate</p> <ol style="list-style-type: none"> 1. Locate specific information by using various organizational and graphic features of text (e.g., table of contents, headings, captions, italics, glossaries, indices, key and/or guide words, topic sentences and notes, footnotes, bibliographic references, maps, diagrams, tables), and organize the notes in meaningful sequence. (s) 2. Accurately record reflections, questions, hypotheticals, decisions, and conclusions structured around a controlling idea (e.g., <i>What insights did I gain after reading today's reading? How can I use what I have learned in my everyday life?</i>). (s) (m) 3. Quote or paraphrase information sources, supplying citations. 	<p>Reading Strand 3: Comprehending Informational Text (Grades 6-8)</p> <p>Concept 1: Expository Text</p> <p>PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing)</p> <p>PO 7. Differentiate between primary and secondary source material. (Connected to Research Strand in Writing)</p> <p>PO 8. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)</p> <p>Strand 3: Writing Applications (Grade 8)</p> <p>Concept 6: Research</p> <p>PO 1. Write a summary of information from sources (e.g., encyclopedias, websites, experts) that includes:</p> <ol style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source, and b. main idea(s) and relevant detail. <p>Strand 3: Writing Applications (Grade 8)</p> <p>Concept 2: Expository</p> <p>PO 1. Record information (e.g., observations, notes, lists, charts, map labels, and legends) related to the topic.</p> <p>Strand 3: Writing Applications (Grade 8)</p> <p>Concept 6: Research</p> <p>PO 1. Write a summary of information from sources (e.g., encyclopedias, websites, experts) that includes:</p> <ol style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source, and b. main idea(s) and relevant detail. <p>PO 2. Write an informational report that includes:</p> <ol style="list-style-type: none"> a. a focused topic, b. appropriate facts and relevant details, c. a logical sequence, d. a concluding statement, and e. a list of sources.
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<p>ELL V</p> <p>Research</p> <p>(continued)</p>	<p>Intermediate cont.</p> <p>4. Paraphrase and integrate information from a variety of sources, distinguishing between relevant and/or extraneous information. (s) (ss)</p> <p>5. Produce group interactive reports, including:</p> <ul style="list-style-type: none"> • reviewing the purpose of the product, • assigning roles, • locating essential information, • coherently summarizing information, and • setting and meeting deadlines. (s) 	<p>Strand 3: Writing Applications (Grade 8)</p> <p>Concept 6: Research</p> <p>PO 1. Write a summary of information from sources (e.g., encyclopedias, websites, experts) that includes:</p> <ol style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source, and b. main idea(s) and relevant detail. <p>(no correlation)</p>
	<p>Early Advanced</p> <p>1. Extract key information and relevant detail from sources and write an outline, synthesizing information and ideas from multiple sources into a coherent whole. (s)</p> <p>2. Accurately record observations, notes, sketches, questions, and ideas arising from scientific observations, using tools such as journals, charts, graphs, and computers. (s)</p> <p>3. Use a sanctioned format and methodology for citations.</p>	<p>Strand 3: Writing Applications (Grade 10)</p> <p>Concept 6: Research</p> <p>PO 1. Write a research report that:</p> <ol style="list-style-type: none"> a. incorporates evidence in support of a thesis/claim, b. integrates information from two or more pieces of primary and/or secondary research information, c. makes distinctions between the relative value and significance of specific data, facts, and ideas, d. integrates direct quotes, e. uses internal citations, and f. includes a works cited, bibliography, or reference page. <p>Strand 2: Writing Components (Grade 10)</p> <p>Concept 6: Conventions</p> <p>PO 12. Use appropriate format, according to type of writing, to cite sources (e.g., Chicago, APA, MLA, UPI, any other recognized style manual).</p>

<p>ELL V</p> <p>Research</p> <p>(continued)</p>	<p>Early Advanced cont.</p> <p>4. Skim and scan several resources when researching a topic and summarize the main points provided in source material in own words, using independent learning strategies (e.g., graphic organizers, structured note-taking) to organize the information. (s)</p>	<p>Strand 3: Writing Applications (Grade 8)</p> <p>Concept 6: Research</p> <p>PO 1. Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes:</p> <ol style="list-style-type: none"> paraphrasing to convey ideas and details from the source, and main idea(s) and relevant details.
	<p>Advanced</p> <p>1. Select and organize relevant data, identify relationships between facts, and develop a logical argument to support conclusions. (s)</p> <p>2. Select best primary or secondary sources to meet a specific research purpose; take notes that summarize and paraphrase information relevant to the topic, using own words and independent learning strategies (e.g., graphic organizers); and incorporate the notes into a finished product. (s)</p> <p>3. Give credit for both quoted and paraphrased information in a bibliography, using a consistent and sanctioned format and methodology for citations.</p>	<p>Strand 3: Writing Applications (Grades 11-12)</p> <p>Concept 6: Research</p> <p>PO 1. Write an research product that:</p> <ol style="list-style-type: none"> incorporates evidence in support of a thesis or claim, integrates information from multiple primary and secondary sources, makes distinctions between the relative value and significance of specific data, facts, and ideas, includes visual aids to organize and record information on charts, data tables, maps, and graphs, as appropriate, integrates direct quotes, uses internal citations, and includes a works cited, bibliography or reference page. <p>Strand 2: Writing Components (Grades 11-12)</p> <p>Concept 6: Conventions</p> <p>PO 12. Use appropriate format, according to type of writing, to cite sources (e.g., Chicago, APA, MLA, UPI, any other recognized style manual).</p>

<p>ELL V</p> <p>Research</p> <p>(continued)</p>	<p>Advanced cont.</p> <p>4. Recognize the components of a research document and write a cohesive document that contains a logical structure and supports an argument. (s)</p>	<p>Strand 3: Writing Applications (Grades 11-12) Concept 2: Expository</p> <p>PO 1. Write a multi-paragraph essay (e.g., analysis, deduction/induction, problem/solution, extended definition) that:</p> <ol style="list-style-type: none"> a. includes background information to set up the thesis (hypothesis, essential question), as appropriate; b. states a thesis (hypothesis, essential question) with a narrow focus; c. includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples, or reasons; d. communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate; e. attributes sources of information as appropriate; f. includes a topic sentence for each body paragraph; g. includes relevant factors and variables that need to be considered; h. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate; and i. includes an effective conclusion. <p>Strand 3: Writing Applications (Grades 11-12) Concept 6: Research</p> <p>PO 1. Write an research product that:</p> <ol style="list-style-type: none"> a. incorporates evidence in support of a thesis or claim; b. integrates information from multiple primary and secondary sources; c. makes distinctions between the relative value and significance of specific data, facts, and ideas; d. includes visual aids to organize and record information on charts, data tables, maps, and graphs, as appropriate; e. integrates direct quotes; f. uses internal citations; and g. includes a works cited, bibliography or reference page.
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